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ABSTRACT

The purposes of this U.S. Department of Education project were twofold: (1) to explore the process for obtaining materials, documents, and publications from abroad that were "fugitive" in nature (i.e., documents not typically found in the ERIC system or library collections); and (2) to develop a database of both the materials collected and the people contacted or identified as having expertise in teacher training. The search yielded materials, mostly in English, from more than 38 countries. This annotated bibliography contains a selection of the English language materials collected, along with several ERIC documents and journal articles. The entries vary from general descriptions of teacher training programs and requirements to proposed reform strategies. Also included are many studies of student teacher experiences, training effectiveness, and specific activities such as practicum experiences and distance learning. (LL)

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ED 373 062

Teacher Development Outside the United States

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Teacher Development Outside the United States

A Selected Annotated Bibliography

Recent Works Collected by
the Office of Research
U.S. Department of Education

Compiled by
Mindi Barth Maline

Office of Research
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August 1994

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Contents

Introduction 1
Asia 3
Australia 3
Canada 8
Caribbean 10
Chile 11
China 11
Columbia 12
Costa Rica 13
Denmark 13
Ecuador 13
England–Wales 14
European Economic Community 15
Finland 20
France 20
Germany 21
Iceland 22
India 22
Indonesia 23
Ireland 24
Israel 25
Japan 26
Mauritius 27
Mexico 28
Namibia 28
Netherlands 29
New Zealand 31
Nigeria 34
Norway 35
Pakistan 36
Poland 36
Russian Republic 37
Scotland 38
Singapore 41
South Korea 41
Spain 42
Sri Lanka 43
Taiwan 43
Yugoslavia 44
Zimbabwe 44
Multiple Countries 45

Introduction

This bibliography results from a project initiated by my colleague, Dr. Jerome Lord of the Higher Education and Adult Learning Division, Office of Research, U.S. Department of Education. The project's purpose was to explore the process for obtaining materials, documents, and publications from abroad that are "fugitive" in nature (i.e., documents not typically found in the ERIC system or library collections) and developing a data base of both the materials collected and the people contacted or identified as having expertise in teacher training. We hoped to ease the exchange of information between education researchers here and abroad.

With the explosive use of the Internet, this exchange is becoming easier. Soon, we hope to share our collection via the Internet. Currently, the documents are held by the U.S. Department of Education's National Education Library. They can be obtained either by visiting the library at 555 New Jersey Avenue, NW, Washington, DC 20208 or via interlibrary loan. ERIC documents that include the document number in the citation can be obtained via the ERIC system or the ERIC Clearinghouses.

Publications listed in this volume, except some ERIC documents and journal articles, came from many sources; scholars and researchers throughout the world responded to our request for publications on teacher training and development. ERIC documents and journal articles round out the collection. Note that most of our search occurred before the Department gained access to the Internet system; this access would have simplified our task.

Our search yielded materials, mostly in English, from more than 38 countries. The documents vary from general descriptions of teacher training programs and requirements to proposed reform strategies. We also received many studies of student teacher experiences, training effectiveness, and specific activities such as practicum experiences and distance learning.

This annotated bibliography contains a selection of the English language materials collected during our exploration, along with several ERIC publications. The length and content of the annotations vary depending on the nature and scope of the work or the length and content of the author's abstract. Where the materials included no abstract or introduction, annotations were written.

Asia

Adult Education—Training

Wijetunga, W.M.K., ed. 1987. "Training and Accreditation of Adult Education and Management of Adult Education Associations." South Pacific Bureau of Adult Education. Toronto: International Council for Adult Education. ED 290 918

This report is a summary of recommendations for training and accreditation of adult educators in Asia and the South Pacific regions. Needs for an international support network, easier access to international resources, and increased coordination with other international agencies are mentioned.

Training

United Nations Educational, Scientific, and Cultural Organization. 1987. "Country Reports." Paper presented at the Subregional Seminar on Teacher Training in Environmental Education, November 15–22, Serdang, Selangor, Malaysia. Pertanian University, Malaysia. Paris, France: Author. ED 332 920

Reports from five countries participating in a seminar on teacher training in environmental education for Asia are compiled in this document. The objectives of the seminar were to familiarize teacher educators with the contents of the series of teacher training modules in environmental education prepared by the International Environmental Education Programme (IEEP); prepare prototype environmental education units for incorporation into teacher training programs; identify institutions for local adaption and use of teacher training modules in participating member states; identify activities and documents on teacher training in environmental education to be undertaken by IEEP at subregional, regional, and international levels; and enhance the exchange of information and experience in the development of teacher training in environmental education in the subregions. The countries presenting reports are Indonesia, Malaysia, Philippines, Sri Lanka, and Thailand. (From ERIC abstract)

Australia

General

Beazley, M.P., and Kim, C., The Hon. 1993. *Teaching Counts*. Canberra ACT, Australia: Commonwealth Department of Employment, Education, and Training.

This document outlines the roles the Australian government sees itself playing in support for teacher education. One such role is working with the states and territories within the context of the national framework for schooling. Also, the report outlines goals for schooling, the changing roles of teachers, reforms affecting the teaching profession, the importance of teacher education, and government funding initiatives.

National Board of Employment, Education, and Training. 1990. *The Shape of Teacher Education: Some Proposals*. Canberra ACT, Australia: Author.

The purpose of this paper is to analyze three recent reports on teacher education: (*Teacher Quality: An Issues Paper* (Schools Council, November 1989), *Discipline Review of Teacher Education in Mathematics and Science* (Dr. G. Speedy, Department of Employment, Education, and Training, October 1989) and *Teacher Education in Australia* (Dr. F. Ebbeck, AEC Working Party, July 1990) in terms of the contributions each can make in the area of teacher education reform. Seven common themes from each report are examined along with a set of proposals for further action on each issue.

Schools Council. 1992. *Agenda Papers: Issues Arising from Australia's Teachers: An Agenda for the Next Decade*. Canberra, Australia: National Board of Employment, Education, and Training, Australian Government Publishing Service.

This report includes selected papers on topics considered significant to teaching and learning in Australia. They continue the agenda outlined in the first volume of this series, which included a report on a May 1991 workshop on the quality of teaching. Topics included in this report are the quality of teachers' work, reform at the secondary school level, and developing teacher competency standards.

———. 1990. *Australia's Teachers: An Agenda for the Next Decade*. Canberra, Australia: National Board of Employment, Education, and Training, Australian Government Publishing Service.

The purpose of this report was to stimulate change in teaching and teacher education. The council specifically focused on the issue of teacher quality. Issues to be considered to improve the quality of teaching and teacher education are outlined. Topics covered in the report include an historical perspective of educational policy and practices, changes in teacher morale and the nature of their work, characteristics of the teaching work force, definition and structure of teachers' work, school climate, teacher professional development, and issues related to change and improvement.

———. 1989. *Teacher Quality: An Issues Paper*. Canberra, Australia: National Board of Employment, Education, and Training, Australian Government Publishing Service.

This paper includes the Schools Council's considerations, recommendations, and suggestions for maintaining and improving teacher quality in Australia. Teacher quality is defined to include "professional development of teachers, viewed as a continuum, commencing at preservice, moving through entry and induction, and continuing with regular inservicing throughout the teacher's career." Specific concerns addressed in the report include the provision of preservice education; the further education of teachers; the role and efficiency of practice teaching; the coordination, role, and efforts of higher education institutions, education systems, and state and Commonwealth governments in preservice and inservice teacher education; the accreditation of teachers; and the preparation of teachers in specific disciplines.

New Teachers

Batten, Margaret, Griffin, Mark, and Ainley, John. 1991. *Recently Recruited Teachers: Their Views and Experiences of Preservice Education, Professional Development and Teaching.* Canberra, Australia: Australian Council for Educational Research.

The purpose of this study was to survey recently recruited teachers (those with 2- to 5-years experience) about their initial training, induction, professional development, and aspirations. The authors sought to identify those factors teachers believed affected their early professional growth.

Regarding preservice training, 21 percent of primary and 33 percent of secondary teachers gave completely negative responses to an evaluation of their preservice training. Less than half gave positive comments. Some complaints about preservice training included having tertiary teachers out of touch with what went on in the classroom, having little preparation in some subject areas, and lack of guidance on issues such as sex equity and integration of disabled students. Three highly valued activities of first-year teachers included professional development, reduced teaching load, observation of other teachers, and having a mentor. These activities were only available to about half the survey participants. Teachers were concerned with community expectations, working conditions, pay, and career potential. Mixed ability classes and students with learning disabilities were also causes of concern. The most positive influences on teachers were relationships with other teachers and senior staff, inservice education, relationships with parents, and teacher appraisal. Overall, the survey found primary teachers to be more positive than secondary teachers.

Preservice Training

Australian Education Council. 1990. *Teacher Education in Australia.* Canberra, Australia: National Board of Employment, Education and Training.

Because of many reforms in the Australian education system, a Working Party of the Australian Education Council was set up to advise the council on necessary changes in teacher education to meet the needs of schools and the future careers and lives of students, approaches to strengthen science and mathematics teachers' education, and national recognition of teacher education qualifications. This report outlines the Working Party's recommendations on the definition of a "fully qualified" teacher and the schools' involvement in teacher training. Other recommendations include those related to teacher inservice training and continuing education.

The report includes descriptions and problems of initial teacher training at the primary and secondary levels, teacher education in math and science, inservice training, suggested models of initial teacher training, the role of higher education institutions, and funding.

Clark, John A. et al. 1989. "The Influence of Learning Environment on the Satisfaction of Preservice Teacher Education Students." Paper presented at the Australian Association for Research in Education, December, Adelaide, Australia. ED 335 320

This paper focuses on the influence of perceptions of the learning environment on students' satisfaction. Data are from a larger project, The Study of Learning Project, which seeks to improve learning environments and approaches to study taken by preservice teacher education students. The College and University Classroom Environment Inventory (CUCEI) is used to

collect the data. This study's purpose is to provide further validation data for the CUCEI and to use it to investigate factors influencing the satisfaction of preservice teacher education students with their learning environments.

Results show no significant differences among the actual perceptions of any subgroup of students. Two significant findings to teacher educators are the generally low expectations students have of their teacher education courses and their desire for more innovative teaching practices in their learning situation. Other general findings are also included.

MacNaughton, Glenda, and Clyde, Margaret. 1990. "Staffing the Practicum: Towards a New Set of Basics Through Clarifying Roles." Paper presented at the National Workshop on Early Childhood Practicum, June 7–8, Frankston, Victoria, Australia. ED 338 365

The authors discuss the practicum component of teacher education, particularly as it is carried out at the School of Early Childhood Studies (SECS) of the University of Melbourne (Victoria), Australia. The roles of various personnel and the student are discussed in terms of skill development and adult development. (From ERIC abstract)

Queensland Board of Teacher Registration. 1990. "Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes." Brisbane, Australia: Author. ED 338 563

This publication outlines the program guidelines for higher education institutions and discusses the procedures for obtaining board approval of teacher education programs. The discussion of program guidelines focuses on the educational context in which the program is offered, institutional procedures for consultation in program development, the rationale and objectives, content and process, structure of program and curricula, and assessment of student work. (From ERIC abstract)

Professional Development

Review and Evaluation Directorate, Queensland Department of Education. 1991. *The Provision of Teacher Professional Development in a Devolving Education System.* Canberra, Australia: Commonwealth Department of Employment, Education, and Training.

The purpose of the study was to contemplate problems teachers might face "given increased control over their agendas for professional development." Factors that could possibly affect their decision making were also explored. Ninety-two preschool, primary, secondary, and special-schools teachers involved in developing agendas for professional development were interviewed.

The study found teachers preferred professional development that involved learning skills and techniques with direct application to teaching as well as topics that were of practical value. Teachers also saw a distinction between inservice activities (those that had a personal benefit or were directly applicable to their job) and formal study (expected to lead to promotion or pay increases). Teachers preferred to have activities held at their school or nearby as they did not wish to devote time out of school to professional development. Overall, teachers had diverse individual needs.

Schools and Curriculum Policy Branch. 1991. *The Views of Teachers: On the Profession and Professional Development.* Canberra, Australia: Commonwealth Department of Employment, Education, and Training.

The October 1989 meeting of the Australian Education Council decided, as part of the Annual National Report on Schooling in Australia, to undertake an exploratory examination of issues related to the quality of teaching. State and territory government and nongovernment sectors were invited to participate. Because of this meeting, two studies were proposed: the provisions of teacher professional development in a devolving education system; and views and experiences of preservice education, professional development, and teaching in schools (for recently recruited teachers).

Both reports were completed in draft form by August 1991, and during the period October to November the reports were examined with a view synthesizing them. Qualitative comments about what is taking place in the professional development of teachers were obtained. (From report Introduction)

Science

Arzi, Hanna J. et al. 1987. "Teachers' Knowledge of Science: An Account of a Longitudinal Study in Progress." Paper presented at the Annual Meeting of the American Educational Research Association, April 20–24, Washington, DC. ED 290 637

This document presents a longitudinal study, done in both urban and rural secondary schools in Victoria, Australia, to assess whether teachers' knowledge of subject matter changes over time. Information was collected from science teachers from the completion of their science degrees through their teaching careers. Effects of specialization within university science study and the need for broad and integrated knowledge to teach are examined. The study focuses on variations in teachers' knowledge during their careers and variations among meanings teachers have for science concepts that are usually in the school curriculum. Links between teacher knowledge and student learning are also included. Results suggest teacher subject matter and related knowledge do not grow over time or support, implying a need for subject-matter-oriented service training.

Vocational Education

Scarfe, Janet. 1991. "National Review of the TAFE Teacher Preparation and Development: Literature Review." Leabrook, Australia: TAFE National Centre for Research and Development, Ltd. ED 333 226

This literature review examines vocational education, training literature, and changes in the TAFE (technical and further education) sector in all Australian states. Currently, changes in student population and relationships with industry, as well as a more flexible delivery of programs, are having a general impact on TAFE. Prior reports on TAFE teacher education, TAFE teacher preparation programs, and professional development of TAFE teacher programs are also summarized.

Canada

General

Canadian Teachers' Federation. 1988. *Extended Programs of Teacher Education.* Ottawa, Ontario: Author.

This report contains presentations from a conference on teacher education. Specifically, the conference focused on the merits of two approaches to the extension of teacher education programs (either one to one-and-a-half years of preservice preparation or a guided internship or apprenticeship year following preservice education) and the relative priority that should be assigned to each. Seven presentations are included in the report and cover the following topics: preparing teachers for more complex classrooms, program extension and reform in French-language institutions, the implications of research in teaching and teacher education, teacher education for francophones and Native People, teacher educators, and practicum experiences.

———. 1988. *Teaching in Canada.* Ottawa, Ontario: Author.

The purpose of this publication is to answer many frequently asked questions about teaching as a career. A description of what teachers do, what kind of training is required, related professions, salaries and benefits, working conditions, and finding a teaching position are included.

———. 1992. *Canadian Teachers' Federation: It's Objects, It's Policy.* Ottawa, Ontario: Author.

The Canadian Teachers' Federation (CTF) objectives are presented in this document. They include improving the quality of education and protecting and advancing the status of Canadian teachers. It is involved in nearly every facet of teaching such as finance, innovation, certification, international development, and teaching in French Canada at the elementary and secondary levels.

This document discusses the policies of the CTF, the rights and responsibilities of teachers, educational leadership, collective bargaining, pensions for teachers, unemployment insurance, the goals of education, quality of and access to education, instructional materials, selection of learning resources, Canadian content in learning materials, technology and education, early childhood education, vocational and technical education, teacher education and certification, and public policy issues.

Inservice Training

Gills, Lynette, et al. "The Summative Evaluation of the Science Quality Education Project (SQEP). Evaluation and Project Research Report No. 9–1990–91." Toronto, Ontario: Ontario Educational Communications Authority. ED 328 453

The Science Quality Education Project (SQEP) experimented with a model of teacher inservice training called the trainer-of-trainers model. The project was initiated to promote the use of TV Ontario's science programming and television as a teaching tool in science instruction. Using this model, the training was first concentrated on a small group of carefully selected teachers. After completing their intensive training, this model group became trainers of their colleagues. The colleagues then trained others expecting the training's effects would continue to ripple

throughout the school area. The teachers used many training methods, including informal sharing with colleagues, workshops, and peer coaching. The present evaluation is designed to investigate the value of using this strategy for future projects. The success of the SQEP strategy in bringing about change in teaching attitudes and practices was assessed, and the factors that contributed to the model's effectiveness as well as areas for improvement were examined. (From ERIC abstract)

Le Blanc, Clarence J. 1988. *Retraining Teachers for French Second Language Instruction.* Ottawa, Ontario: Canadian Teachers' Federation.

Over the last two decades, both the decline in student population and the increase in basic or core French and French immersion have affected the quality of Canadian schools. The purpose of this study is to help potential retrainees in French second language teaching decide to retrain and chose appropriate retraining services. The author addresses the following issues and questions: Will teachers lose their positions due to expanding French second language programs? What are teachers' rights in a potential retraining situation? Is it possible to retrain anglophone teachers to teach French as a second language (this chapter includes a paper by Joyce Scane)? What does teaching immersion or a core French involve? What are the retraining options? How does a teacher identify an appropriate retraining program and retrainers?

VanBalkom, W.D. 1991. "Multicultural Education in Alberta's Teacher Training Institutions." Education Canada (Fall): 46–48.

The article describes the effects of introducing an official policy of multiculturalism on teacher training. The response of Alberta's faculties of education regarding training teachers in a multicultural society are described. Suggestions for how training institutes might respond are also included.

Training Reform

Fullan, Michael G. et al. 1990. "Teacher Education in Ontario: Current Practice and Options for the Future." Toronto, Ontario: Ontario Department of Education, Ontario Ministry of Colleges and Universities. ED 319 697

The first chapter of this report describes the events that led up to the report and the methodology used. Main pressures for educational reform in teacher education are identified both internationally and in Ontario. Chapter 2 offers a brief history of preservice teacher education as background for a description of present teacher education in Ontario and presents a preliminary analysis of the major issues. Chapter 3 sets out a perspective for thinking about teacher education. The report's emphasis on inservice education is captured in a section on the importance and characteristics of schools as places of professional development. The final chapter sets forth proposals for change and provides an assessment of each recommendation made. (From ERIC abstract)

Wynne-Edwards, Hugh. 1991. "Learning to Win: Education, Training, and National Prosperity." *Canadian Vocational Journal* 27 (2): 5–14.

This summary contains excerpts from a report by the Human Resources Development Commission and the National Advisory Board on Science and Technology to the Prime Minister stressing the need to use, among other things, teacher training to keep Canada competitive in the global economy. Training of teachers is viewed as a valuable way to influence student attitudes. Recommendations include the following:

1. A National Task Force—including representatives of provincial and federal governments, teachers' associations, teachers, parents, industry, and universities—should be convened to develop and implement a comprehensive plan to support excellence in teaching through training and professional development. It should report its findings to the Prime Minister and the provincial premiers and include recommendations on the resources required.

2. The three federal Granting Councils should develop coordinated programs of summer scholarships for science teachers to work in research at universities and to provide direct experience with up-to-date science and technology.

3. The Prime Minister should establish a program of Awards for Excellence in Science Teaching to recognize 50 outstanding science teachers across the country each year and to identify and publicize innovative ways of teaching science and technology in primary and secondary schools.

4. In conjunction with this program, a fund should be established to encourage the development of innovative science teaching methods and foster the development of advanced technology-based curriculum materials across Canada.

Caribbean

Inservice Training

Clarke, Desmond C. 1991. "Conceptions of the Principles and Practices of Effective Staff Development: A Caribbean Perspective." Paper presented at the Annual Meeting of the National Reading Conference, November 27–December 1, Miami. ED 336 341

This research focused on the perceptions of primary teachers (N=337) in the Eastern Caribbean concerning the principles, activities, and delivery strategies that would inform staff development efforts to meet their professional needs. In particular, it examines whether, given the sharp contextual differences between the Eastern Caribbean and the developed countries in which most of the published research had been done, there was a corresponding difference in orientation with respect to teachers' staff development. Findings indicate none of the independent variables (teaching experience, level of training {which is extremely low if at all} grade level taught) had any significant influence on the teachers' perceptions of the principles that should undergird staff development. The data suggest a strong endorsement of the process-oriented approach to staff development and a preference for problem-based active learning modes that are overtly clinical. A high priority was accorded to a team approach to staff development, representing a strong call for more school-based input. The data showed the

teachers endorsed the participatory, process-oriented model prevalent in the literature of more developed countries. (From ERIC abstract)

Jennings, Zellyne D. 1990. "Innovation in Tertiary Education in the Caribbean: Distance Teaching in the Faculty of Education at the University of the West Indies." The Hague, Netherlands: Centre for the Study of Education in Developing Countries. ED 336 543

This paper describes a distance education program in the Caribbean leading to a certificate in education. Teacher education and training have been a priority of the distance education program.

Chile

Project Evaluation

World Bank. 1991. "Staff Appraisal Report: Chile Primary Education Improvement Project." Report No. 9769–CH

This project's purpose was to help the Chilean government enhance the efficiency, quality, and equity of primary education in selected schools. Specific objectives included decreasing dropout rates, late entry, and repetition; increasing primary school preparedness, improving school-based management; and assessing the various options for more cost-effective approaches to meet secondary education needs of graduates from primary education. Inservice teacher training was involved in meeting these objectives.

China

Preservice and Inservice Training

Department of Curriculum, Instruction, and Media. 1987. "Primary and Secondary Mathematics Education in China: Report of the ICTM China Mathematics Delegation." Carbondale, Southern Illinois University. ED 289 690

This report details a visit to China by a delegation from the Illinois Council of Teachers of Mathematics. The 3-week visit included 14 schools in 8 cities. The report includes general impressions of the society, a description of the general educational system, and a more detailed look at mathematics programs. The report discusses mathematics curricula at the primary and middle schools, as well as mathematics teacher preparation. The summary and conclusions section includes the following observations: Chinese students try harder; Chinese students spend more time in mathematics classes; parents, teachers, and society expect more; and Chinese teachers feel more positive about their jobs and their role in society. (From ERIC abstract)

Preservice Training

Spodek, Bernard. 1989. "Preparation of Early Childhood Teachers in the People's Republic of China: Recent Developments." *Childhood Education* (Annual Theme): 268–273.

After a description of the history of public, early childhood, and elementary education, the current state of kindergarten education and teacher training are discussed. Problems in the preparation of kindergarten teachers include lack of training resources, problems in recruiting teachers, lack of competency standards for teacher education graduates, and poor pedagogical models. Reforms stress creating a classroom environment more supportive of individuality, creativity, and curricular changes.

Teacher Induction

Ma, Liping. 1992. "Discussion of Teacher Induction in China and Relevant Debates in the United States with a Chinese Teacher: A Conversation with Yu Yi." East Lansing, MI: The National Center for Research on Teacher Learning.

As part of a cross-national study on how experienced teachers help novice teachers improve their practice, the author met with a Chinese teacher to discuss a mentoring program in the teacher's school and the teacher's ideas about how novice teachers learn from their mentors. The mentoring program is part of a larger on-the-job, school-based induction program.

Colombia

Inservice Training

Schiefelbein, Ernesto. 1991. *In Search of the School of the XXI Century: Is the Columbian Escuela Nueva the Right Pathfinder?* Santiago, Chile: UNESCO.

This report describes the Colombian Escuela Nueva (EN). "The EN program evolved in the last 20 years from a pilot project for the rural areas into an educational "unassembled model kit" now in operation in 18,000 schools in Colombia." The model kit is generally arranged in four sets: a demonstration school showing that the model works; at least five specific low cost materials (such as text books); a well-defined training package for changing teachers' attitudes; and a school management style based on five activities. Teachers are trained to apply pedagogical principles and models to a flexible curriculum and connect with the surrounding community. The report includes a description of the present education environment in Latin America, the rationale behind the EN, lessons teachers can try, conditions for replications, and a discussion of national strategies for implementation of the EN model. A section on training available to teachers is also included.

Costa Rica

Project Evaluation

World Bank. 1991. "Staff Appraisal Report: Costa Rica Basic Education Rehabilitation Project." Report No. 9893–CR.

This project's purpose included improving basic education and the Ministry of Education's capacity to manage and plan for the administration of a decentralized education system and improving secondary education via a pilot program in computer-assisted instruction.

Denmark

General

Gabrielsen, Tone Saugstad. 1989. "Teachers' Training Concerning Health Education in Denmark," in *Health Education International*. Proceedings from the Research Center for Environmental and Health Education No. 7, Madrid, May 29–31, 1989. Copenhagen, Denmark: The Royal Danish School of Education Studies.

Before conducting a course in health education, the teacher should develop a clear concept of health and decide which health problems are important and should be included. Health problems in the industrialized countries are affected by lifestyle and living conditions. This requires a coherent health education based on interdisciplinary and problem-oriented teaching. This paper shows the Danish "Folkseskole" has the structure and potential to carry out a coherent health education program. Furthermore the paper discusses the principles of a health education program for developing students' capacity to act and promote their own and others' health. (From article abstract)

Ecuador

Project Evaluation

World Bank. 1991. "Staff Appraisal Report: Ecuador First Social Development Project; Education and Training." Report No. 9843–EC.

This project was part of a larger effort by the World Bank to help Ecuador in poverty alleviation, raising skills and achievement of primary-age children, improving adult basic education and training, and strengthening the resource allocation processes. The two main components of the project were Urban Basic Education and Adult Education and Training. Training of teachers and trainers was a vital part of the project as new instructional and evaluation methods would be introduced into the system. Over 2,158 instructors were to be trained in advanced technical instruction, and fellowships and internships abroad were to be offered. Plans to refurbish training centers were included.

England–Wales

General

Central Office of Information. *Teaching as a Career Series.* Department of Education and Science and Teaching as a Career.

This collection of brochures describes the general course requirements for the postgraduate certificate in education and career options in subjects including business, technology, general sciences, music, modern language, geography, English, mathematics, chemistry, biology, and primary education.

Inservice Training

Department of Education and Science. 1991. *Short Courses for Teachers.* London, England: Her Majesty's Inspectorate in England and Wales. ISBN 0 85522 402 9

This booklet contains a list of short courses available for teachers, advisors, and others for professional development. The courses are sponsored by Her Majesty's Inspectorate in England and Wales and cover over 25 subject areas.

Wild, P. 1991. "The Effectiveness of Inset on CAL and IT: An Evaluation of the Work of an Advisory Teacher." *Computers Education* 16 (4): 289–300.

This paper outlines and analyzes the experiences of the author while working as an Advisory Teacher for computer-aided learning (CAL) and information technology (IT) and examines the important factors that contribute to an increased use of computers and integration of IT into work schemes.

The responses to a questionnaire sent to all schools at the start of the secondment were analyzed to find the problems in the use of computers from the teachers' viewpoint. The results of a follow-up survey by questionnaire and supporting interviews, 12–18 months after courses on the use of computers, strongly suggest that although the course and advisory teacher support play important roles in producing change, they do not produce the necessary changes without input from the teachers. (From article abstract)

Preservice Training

Council for the Accreditation of Teacher Education. 1992. *The Accreditation of Initial Teacher Training Under Circulars 9/92 (Department for Education) and 35/92 (Welsh Office): A Note of Guidance from the Council for the Accreditation of Teacher Education.* London, England: Author.

This report contains information from the Council for the Accreditation of Teacher Education (CATE) on developing partnerships between HEIs (higher education institutions) and schools, understanding the new accreditation criteria, and formulating institutional development plans that will form the new criteria for accrediting HEIs. CATE recommends that this document be read along with the new circular.

Department of Education and Science. 1989. *Circular No 24/89; Circular No. 59/89 (Welsh Office).* London, England: Author.

This circular explains the new criteria and arrangement for the accreditation of courses in initial teacher training and their approval under schedule 5 of the Education (Teachers) Regulations 1989 (SI 1989 No. 1314). A similar circular was issued in Ireland. Accreditation, granted by the Secretary of State, is defined as the ability of courses to provide professional preparation to teachers. The Council for the Accreditation of Teacher Education does initial examination of all courses in relation to the government's criteria.

Main topics the circular covers include accreditation procedures; revised criteria; cooperation between institutions, local authorities, and schools; students' school experience and teaching practice, curricular studies; educational and professional studies; and selection and admission to initial training.

———. 1992. *Circular No. 9/92; Circular No 35/92 (Welsh Office).* London, England: Author.

This circular outlines new criteria (primary and secondary teachers) and procedures (secondary only) in England and Wales for the accreditation of courses in initial teacher training (ITT). It replaces DES Circular 24/89 and Welsh Office Circular 59/89 except criteria for the approval of primary phase courses. The criteria and procedures are based on the following three principles: schools should play a much larger part in ITT as full partners of higher education institutions (HEIs); the accreditation criteria for ITT courses should require HEIs, schools, and students to focus on the competencies of teaching; and institutions, rather than independent courses, should be accredited for ITT.

Her Majesty's Inspectorate. 1991. *School-Based Initial Teacher Training in England and Wales.* London, England: HMSO.

This report looks at several questions on the quality of the current system of initial teacher training courses and the relationship between college and school-based work. The implications of shifting the responsibility of teacher training from higher education to schools is also discussed. Also contained in the report is a discussion of the concept of school-based training, accreditation processes and funding for training programs, a general description of initial training, the role of teachers and tutors, recent innovations in training, a discussion of the quality of school-based training, a commentary section, and a list of recommendations for more effective integration of training into the schools.

European Economic Community

Evaluation and Inservice Training

Nentwig, Peter, ed. 1989. *Evaluation in Inservice Education of Teachers: A Collection of Case Studies from Six European Countries.* Association for Teacher Education in Europe. ED 334 172

Easily accessible publications that report procedures and results of real evaluation studies of inservice teacher education are lacking. Therefore, this collection of case studies was initiated by the Association for Teacher Education in Europe to provide some practical help for

practitioners. The first section of the volume is a general introduction to the case studies by W. Bunder, R. Lauterbach, and P. Nentwig. This section explains the purpose of the study, the structure of the case descriptions, the course descriptions, and the evaluation of the courses in terms of decisive fields and specific questions. The six case studies in section 2 are of inservice teacher education courses evaluated in the Netherlands, Spain, England, Denmark, Austria, and Germany. The case studies follow the same structure: a brief description of the educational system, a course description, and a two-fold approach to the study of the evaluation, consisting of a description of the evaluation according to the model used for the inservice course and answers to a list of questions. Findings indicate most cases initiate evaluation to improve the present course or a future version of it and the evaluators are those involved in the inservice. (From ERIC abstract)

Program purposes included introducing teachers to a subject area and developing training courses based on the teachers' work environment. The purpose of evaluations included improving the design of the course and examining behavioral changes of the teachers. Results of the evaluations led to the creation of products such as articles and anthologies, changes in text selected for examination purposes, and program modifications such as including more group discussion and more structured extracurricular activities. Courses were successful in helping evaluators gain information on teachers' experiences in training and classroom teaching. Courses helped teachers become aware of problems in education and also allowed them to become more involved in developing training.

Vonk, H.C., and Van Helden, H.J., eds. 1992. *New Prospects for Teacher Education in Europe: A Symposium Report.* Amsterdam–Brussels: Association for Teacher Education in Europe.

This symposium report addressed the relationship between two types of preparation for the profession: initial training and inservice training for working teachers. The relationship is examined in light of a more open Europe and the necessity of having a more mobile teaching force.

Chapter 2, "Training for Mobility and the Mobility of Trainers: The Missing Link in a Strategy for European Teacher Education," discusses the current factors inhibiting teacher mobility, describes a proposed ERASMUS project for teaching and training as well as a partnership program between ERASMUS and the Association for Teacher Education in Europe (ATEE). Chapter 3 discusses student teachers as researchers of instruction in the classroom. Chapter 4, "New Prospects for Teacher Education in Europe," is a discussion of major challenges facing teacher education in Europe: the impact of a more open Europe on teacher education and training (such as increased internationalization and teacher mobility); and widespread and growing governmental "concern for quality" in education and teacher education. The sociopolitical context for educational decision making and the consequences for teacher education as well as the problem of uniformity versus cultural differences in teacher education in Europe are included. The final chapter presents the results of the 16th annual conference of the ATEE.

Wilson, John D. 1990. "European Trend Report: Seminar on the Role of Appraisal in the Professional Development of Teachers." Notes from a meeting of the Council of Europe, Strasbourg, France, September 18–19, 1989.

The seminar's theme was to examine how appraisal can improve teaching. This report contains participants' interpretations of appraisal, each country's criteria for quality appraisal, an outline

of their appraisal systems, and extracts from national reports describing essential features of each system's approach to appraisal.

———. 1990. "The Role of Appraisal in the Professional Development of Teachers: Some Issues." Seminar on the Role of Appraisal in the Professional Development of Teachers. Notes from a meeting of the Council of Europe, Strasbourg, France, September 18–19, 1989.

This paper examines how assessment of teachers is handled at various points during their careers and its possible effects on teachers' attitudes toward appraisal. Appraisal, in this report, is defined as part of the overall assessment process and is related to improving performance in the current job. Assessment is a more formal process occurring at several points during a teacher's career such as selection for initial training, credentialling after training, selection for first job, during the tenure process, for promotion, and with dismissal. The relationship between appraisal, professional development, and the quality of a teacher's classroom work is discussed as well. The paper concludes with an examination of the ability of appraisal to enhance the professional development of teachers.

———. 1990. "The Selection and Professional Development of Trainers for Initial Teacher Training: Some Issues." Seminar on the selection and professional development of trainers for initial teacher training. Council of Europe, Strasbourg, France, March 27–28.

This report is based on 11 case studies from 9 countries (Austria, England (2), Finland (2), Ireland, Israel, Netherlands, Scotland, Wales, and West Germany (Berlin)). Each case study covers preservice training, the context of teacher training, school-level teacher trainers, staff in colleges of education, and professional development of staff in initial teacher training.

Preservice Training

Association for Teacher Education in Europe. 1990. "Case Studies on The Selection and Professional Development of Trainers for Initial Teacher Training." Presented at a meeting of the Council of Europe, March 27–28, Strasbourg, France.

Case studies on selecting trainers and their professional development for Austria, Finland, Germany, Ireland, Italy, Malta, England, and Scotland are presented. The studies explain each country's criteria for becoming trainers, recruitment strategies and how candidates discovered openings, extent of induction for new trainers, interviews with new trainers, and concluding remarks.

Council for Cultural Co-Operation. 1989. "Colloquy on the Training of Teachers for Technical and Vocational Education: Report Prepared by the Secretariat." Standing Conference of European Ministers of Education, December 7–8, Strasbourg, France.

The colloquy was part of the Council for Cultural Co-operation's (CDCC) follow-up to the 15th Session of the Standing Conference of European Ministers of Education on the theme "New Challenges for Teachers and Their Education." The purpose of the colloquy was to exchange ideas and make recommendations for future work by the CDCC.

Conclusions from the meeting included strengthening teaching practice during initial training, increasing the effectiveness of inservice training (such as developing national training plans), and more thorough evaluation of inservice training.

———. 1989. "Seminar on the Role of Appraisal in Teachers' Professional Development." Council of Europe Seminar Report, September 18–19, Strasbourg, France.

This seminar was part of the CDCC's follow-up to the 15th Session of the Standing Conference of European Ministers of Education on the theme "New Challenges for Teachers and Their Education" and focused on the appraisal of teachers. Each participating country outlined its evaluation policies and practices. Several organizations, including the Commission of the European Communities, Nordic Council of Ministers, The World Confederation of Organizations of the Teaching Profession, and the International Federation of Secondary Teachers, expressed their views of appraisal. A summary of the discussions and concluding remarks are also included.

Council of Europe. 1986. "New Challenges for Teachers and Their Education. National Reports on Teacher Education: Background Material for a Session of the Standing Conference of European Ministers of Education, May 5–7, Helsinki, Finland. Strasbourg, France: Author. ED 268 082

This document brings together brief national reports describing teacher education in most of the countries that, as signatories to the European Cultural Convention, make up the Standing Conference of European Ministers of Education. Countries represented are Austria, Belgium, Denmark, England and Wales, Finland, France, Federal Republic of Germany (West Germany), Greece, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, and Turkey. In each report, information is included on preservice teacher education, inservice teacher education, reforms, research, problems, and other educational trends. (From ERIC abstract)

Research topics on preservice education included in this report are learning theory, evaluation of preservice training program effectiveness, assessment of practice teachers' skills and beliefs, extent of participation of universities in preservice and inservice training, investigation of problems in teaching methods for specific subject areas, and teaching methodology.

Research topics on inservice training included research conducted on specific inservice programs (evaluation), assessment of teacher demands, needs assessments to provide information for planning of inservice training activities, assessment of teachers' skills and beliefs regarding their roles as teachers, and research on organization and delivery of educational services at both the school and classroom level.

Delmelle, Rene. 1991. "Report: Seminar on Training Teachers for Teaching to a Wide Range of Abilities, Interests, and Backgrounds in the Classroom." Notes from a seminar sponsored by the Council for Cultural Co-operation, December 5–6, Strasbourg, France.

This report contains a general description of mixed-ability classes at the primary and secondary levels, the roles and strategies of teachers and schools when having mixed classes, consequences for teacher training, and a concluding section. The concluding section calls for the definition of a new type of teacher who is better prepared to respond to working with other teachers, help individual students, be accountable for students' work, and be involved in continuing education. Implications of this new definition of teacher training are also discussed and include training based on teaching practice, recruiting a more diverse group of teachers, training them to be more flexible and more school centered, and providing sufficient funding and resources for teachers to meet their new challenges.

Hostmark Tarrou, Anne-Lise. 1988. "Discussion Paper: Colloquy on the Training of Teachers for Technical and Vocational Education." Paper presented at a meeting of the Council of Europe, December 7–8, Strasbourg, France.

This paper summarizes many issues related to the challenges of training vocational educators in European countries. Recommendations for addressing these challenges follow a discussion of the issues that include recruitment, fragmented training programs, training that is too short to cover all the material vocational teachers need to know, inadequate inservice training, lack of research on technical and vocational training, and qualifications of teacher trainers.

Le Matais, Joanna. 1991. "Initial Teacher Training in the European Community: An Overview." Slough, England: National Foundation for Educational Research. ED 336 364

This overview guides readers in England and Wales in initial training and qualifications of teachers in other member states. It covers general regulations, current in 1990, governing teachers of students of statutory school age through age 18+ in schools maintained or subsidized by the state. Information was collected through EURYDICE, the European Educational Policy Information Network. Reforms currently being implemented or proposed are also referenced. Information on types of schools, categories of teachers, requirements for admission to teacher training, the teacher training process, and teacher qualifications for each country (Belgium, Denmark, France, Federal Republic of Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, United Kingdom, Scotland, and Wales) are included. (From ERIC abstract)

Secretariat, Council for Cultural Cooperation. 1990. "Seminar on The Selection and Professional Development of Trainers for Initial Teacher Training, A Report by the Secretariat." Strasbourg, France: Council of Europe.

This report contains notes from the seminar. Summaries of presentations by individuals and working groups, as well as conclusions and recommendations, are included. Specific topics covered are the selection, recruitment, and training of school-level teacher trainers; the recruitment and selection of college-based teacher trainers; and the professional development of teacher trainers.

Wragg, E.C. 1990. "Report: Seminar on Training Teachers to a Wide Range of Abilities, Interests, and Backgrounds in the Classroom." Notes from a seminar sponsored by the Council for Cultural Co-operation, December 5–6, 1990, Strasbourg, France.

This report presents the challenges teachers face in teaching classes of mixed-ability students, an overview of the ways students can be grouped, a summary of the research, strategies teachers can use, and implications for teacher training. These implications include teachers widening the range of skills they have, using new technology, and having teachers understand how the characteristics of individual children may affect their learning.

Finland

Inservice Training

Nordlund, Joan. 1991. "How Does Training Affect Teachers?" ED 332 552

This paper describes an inservice training program developed for language center teachers in Finland. The program was developed with the help of the University of Birmingham, England. Background information about the program followed by a description of a study of the third program's participants are included. The study's purpose was to assess course effectiveness and examine changes in approach and teaching methods of the participants. The objective of the program was to increase levels of job-related knowledge and motivation, provide a current, indepth training program focused on teaching, and introduce participants to recent trends in applied linguistics. The author concludes the program had a positive outcome with the strongest effect on materials preparation.

Preservice Training

Ministry of Education. 1992. *Developments in Education 1990–1992, Finland.* Helsinki, Finland: Valtion Painatuskeskus.

Besides describing Finnish teacher education and training, this report also includes information on all levels of the Finnish education system; research, reform and financing of education; and the contribution of education to cultural development.

The section on teacher education provides details about training of kindergarten, comprehensive, upper secondary, vocational, and adult education teachers. The administration of teacher education is also reviewed. Comprehensive, upper secondary, and some vocational and adult educators receive their training in universities. No formal training is required for higher education teachers and some vocational and adult fields although several training courses for vocational teachers are currently being revised.

France

Preservice Training

Blondel, Daniele. 1991. "A New Type of Teacher Training in France: The Instituts Universitaires de Formation des Maitres." *European Journal of Education* 26 (3): 197–205.

This paper includes a discussion of earlier types of French teacher education, goals, and resources of the Instituts Universitaires de Formation des Maitres (IUFM), and describes how the new system was implemented.

The primary purpose of the IUFMs is to train all teachers together, regardless of level, as well as to provide inservice training. The institutes were developed to address the problems of teacher shortages and to improve the quality of training. IUFMs have university status and seek to provide common skills to all teachers including developing the ability to teach a wide range of subjects, understanding children, linking education with economic and social conditions, mastering a subject area, and keeping up with current issues in the field of

education. Initially, the IUFM plan was implemented on an experimental basis in three school districts.

At the time this article was published, project organizers faced several problems including lack of cooperation and resistance from traditional providers of teacher education and difficulty in balancing both the professional and academic components of training.

Germany

Preservice and Inservice Training

Janke, Bruno et al. 1988. "Science and Technology in School Curricula. Case Study 3: German Democratic Republic." Paris, France: United Nations Educational, Scientific and Cultural Organization. ED 302 430

This report is part of UNESCO's 1986 global survey of the place of teaching in science, math, and technology. It includes an outline of general education, math, and science as well as a description of polytechnical instruction, goals, syllabi, and teaching methods in the German Democratic Republic. A full description of teacher training, both preservice and inservice, is included.

Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs. 1992. *Report on the Development of Education in the Federal Republic of Germany 1990-1992. Initial and Inservice Teacher Training*. Report of the Federal Republic of Germany for the 43rd Session of the International Conference on Education, September 1992.

This brief report outlines the requirements and description of training for the six types of teachers in the *Länder* (states) of the Federal Republic of Germany. Descriptions are provided for teaching careers at primary level, secondary level I school types or individual secondary level I school types, general subjects at secondary level II or for the Gymnasium, vocational subjects at secondary level II or vocational schools, and special education. Also included in the report is a description of inservice teacher training, employment conditions, and recruitment.

Weete, Heinz. 1986. *Innovations in Teacher Training in the Field of Agriculture in the Federal Republic of Germany*. Paris, France: United Nations Educational, Scientific, and Cultural Organization.

This very comprehensive document is part of a series of studies in technical and vocational education. The first part of the report contains a description of the types and levels of vocational education in Germany. The general requirements of secondary school teachers in vocational education, specifically agriculture, are also included along with discussion of the "dual" system (training in businesses and schools) of education and differences in requirements among *Länder* (states). Besides concentrated study in agriculture, teacher training also includes pedagogical theory and school practice. Several *Länder* also have special types of preparatory service for teachers at technical colleges for agriculture that can last for 2 years. Similar descriptions follow for teachers training in horticulture, home economics, training for the *Meister* (Master's examination), and advanced and further education for teachers and instructors.

Iceland

General

Hansen, F., and Proppé, O. 1992. "Teacher Education in Iceland," in *ATEE—Guide to Instructions of Teacher Education in Europe (AGITE)*. Ed. Friedrich Buchbergered. Brussels, Belgium: Association for Teacher Education in Europe.

This chapter discusses teacher education in Iceland and includes descriptions of major teaching institutions, their goals, program structure, curriculum content, and composition of students. Training for special education, vocational education, physical education, and music teachers as well as inservice training are also described.

Iceland has two major teacher education institutions: the University College of Education, which is the primary school for the education of comprehensive basic school teachers, and the University of Iceland, which educates university graduates to become secondary school teachers. All teacher education institutes are financed by the state.

Teachers wishing to gain certification must apply for accreditation to the Ministry of Culture and Education. The general requirement for becoming an upper-secondary school teacher is a B.A., B.S., or higher degree, and a master in an apprenticeship or a teaching diploma. To become a comprehensive basic school teacher, students need a B.Ed. degree although students holding a B.A., B.S., or other higher degree and a teaching diploma can also become certified.

India

Innovation

Joshi, Sneha M., and Thomas, V.D. 1991. "Innovations in Teacher Education—The Indian Context." *Action in Teacher Education* 13 (3): 11–15.

This article provides a brief description of several innovations occurring in teacher education in India. Innovations mentioned are microteaching, internships, individualized learning (Program Learning Material), models of teaching, integration of content, methodology, theory and practice into training, a restructuring of the teacher education curriculum, new inservice programs, and more teacher education in rural areas.

Joyce, Bruce, and Showers, Beverly. 1985. "Teacher Education in India: Observations on American Innovations Abroad." *Education Researcher* 4 (8): 3–9.

The paper looks at the structure of teacher education in India as well as current criticism, research themes, innovations, and formulation of questions for cross-cultural research.

Research and innovation in teacher education are new in India. Most research involves evaluation of innovations imported from North America. The University Grants Commission and the National Center for Education Research and Training provide funding for large scale studies, and universities fund most smaller ones. The focus on evaluation stems from concern regarding how innovations fit within the Indian cultural setting.

Science, Math, and Technology

United Nations Educational, Scientific, and Cultural Organization. 1988. *Science and Technology in School Curricula. Case Study 4: India.* Paris, France: Author. ED 302 431

This case study relates to the 1986 UNESCO survey regarding the place of science, mathematics, and technology teaching in the curriculum. This study focuses on the State Institute for Educational Research and Training (SIERT), Rajasthan, India, and its role in curriculum development, equipment, teacher training, and other services. SIERT is made up of several divisions—humanities, social science, science and math, psychological foundations, teacher education, correspondence courses, educational administration, supervision and planning, educational technology, language studies, and nonformal education. Two main functions of SIERT are to help teachers improve teacher learning strategies and improve the quality of instruction. SIERT programs generally are need based and teacher oriented.

Teacher training is organized into many subject areas and involves two types of training, one in teaching methods and the other in innovative ideas and new instructional methods. Short-term courses are also available, including summer sessions.

Indonesia

Inservice Training

Moegiadi, Dr. and Tangyong, A. 1992. "Active Learning Through Professional Support (ALPS)," in *The Forum for Advancing Basic Education Literacy*. Ed. Christina Rawley. Cambridge, MA: Harvard Institute for International Development.

The ALPS project focuses on a child-centered approach to learning and includes an inservice teacher training component focusing on activity-based learning, leadership training, and collaboration. As a result of this project, materials such as teacher handbooks in the major subject areas have been developed.

Nielsen, H. Dean, and Tatto, Maria Teresa. 1991. *The Cost-Effectiveness of Distance Education for Teacher Training*. Cambridge, MA: Harvard Institute for International Development. (also Sri-Lanka)

The findings of this study indicate there is an inexpensive way for governments to increase the effectiveness of their teaching force. Distance teacher education programs, at least those in Sri Lanka and Indonesia, are cost effective, especially those that combine self-instruction with tutor-supported small group learning and particularly in subjects that are verbal and information oriented. Since the low institutional costs of distance education programs result from economies of scale and high cost recovery, it is important the programs keep their enrollments up and their student cost burden relatively high. But policymakers should make sure student costs (direct and indirect) do not become too high, since this will suppress demand and undermine the economies of scale low-cost programs depend on. (Authors' summary)

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Ireland

General

McKernan, Jim, ed. 1989. *Teacher Education in Modern Ireland.* Educational Studies Association of Ireland.

The reports contained in this document were originally presented at a theme conference organized by the Educational Studies Association of Ireland. They give a comprehensive overview of teacher education at a time when a massive reappraisal of teacher education is underway in the Irish Republic. Because they offer views by those charged with the responsibility of teacher preparation in the universities and colleges of education, they represent an overview by key 'gatekeepers' of Irish teacher education. The papers include a discussion of problems and issues as seen by some Heads of Education and cover topics of teacher education in a more "open Europe," preservice and inservice training, and issues and opportunities in teacher education. (From article Introduction)

Inservice Training

Swan, Desmond, ed. 1991. *Teachers as Learners: Inservice Education for the 1990s.* Proceedings of a Seminar of the Standing Committee of Teacher Unions and University Departments of Education, May 25.

This booklet is a collection of short reports by teacher organizations, teacher training institutes and teachers on inservice training issues. The reports were presented at a seminar sponsored by the Irish teacher unions and the Irish university departments of education convened to identify problems with inservice education. The topics covered in the booklet are teachers as learners, inservice education's relationship to educational reform and teacher renewal, systems of inservice training (i.e., school level, local, regional, and national), the school's, teacher's and state's role in professional development of teachers, and postgraduate study.

Preservice

Callaghan, Charlotte L. 1991. "Learning and Teaching Styles in the Classroom." Research in Teacher Education Monograph Series, No. 1/91, Department of Education, University of Dublin.

FitzGibbon, A., Heywood, J., and Cameron, L.A. 1991. "The Matching of Learning Styles to Teaching During Teacher Education: Theory into Practice." Research in Teacher Education Monograph Series, No. 1/91. Ireland: Department of Education, University of Dublin.

These reports illustrate an attempt to relate theory and practice during student teachers' classroom practice and allow students to perform self-evaluation. The activities are related to Kolb's learning styles inventory and attempt to connect teaching styles to learning styles. The authors hoped experiences like this would provide an impetus for teachers to evaluate systematically any problems they may experience.

Donovan, Lain. 1992. "Comparing Guided Discovery and Expository Methods: Teaching the Water Cycle in Geography." Research in Teacher Education Monograph Series, No. 1/92, Department of Education, University of Dublin.

Heywood, John, and Heywood, Sarah. 1992. "The Training of Student Teachers in Discovery Methods of Instruction and Learning." Research in Teacher Education Monograph Series, No. 1/92, Department of Education, University of Dublin.

These two reports discuss a study that sought to help student teachers learn about and analyze their effectiveness using different teaching methods. Students were asked to compare discovery (or guided discovery) with the expository method of teaching. Students' comments and descriptions of their experiments are included.

Israel

Policy

Gottlieb, Esther E. 1991. "Global Rhetoric, Local Policy: Teacher Training Reform in Israeli Education." *Educational Policy* 5 (2): 178–192.

The focus of this article is on Israeli teacher education reform documents, which have been subjected to a discourse analysis applying methods from poetics and intellectual history. It was possible to identify specific items from the international teacher education repertoire used to legitimate a local policy. For instance, when the Latin letters, "B.Ed.," are inserted in the Hebrew text, it legitimizes the Boger hora'a ("teacher graduate") degree by assimilating it to the transnational degree of "B.Ed." The analysis shows how global reform rhetoric has been used to negotiate a new construct somewhere between the "ideal model" of teacher professionalization imported from the pacesetting countries (the United States and Great Britain) and the local situation. (From article abstract)

Preservice Training

Ben-Peretz, Miriam, and Rumney, Sarah. 1991. "Professional Thinking in Guided Practice." *Teaching and Teacher Education* 7 (5/6).

This paper describes and analyzes the interactions between university tutors, cooperating teachers, and student teachers in guided practice situations. The goal of was to gain insights into the mode of interaction and the nature of messages transmitted in a variety of settings of practice teaching. Most comments made by cooperating teachers focused on issues of content. Alternative approaches and teaching modes were mentioned only rarely and cooperating teachers seem to rely mostly on their experience, tending to transmit traditions of "successful" teaching modes. Student teachers were mostly passive and the mode of interaction authoritative. Issue-specific, post-lesson conferences, planned jointly by student teachers, cooperating teachers, and university tutors are recommended. (From article abstract)

Kalekin-Fishman, Deborah, and Kornfeld, Gita. 1991. "Construing Roles: Co-operating Teachers and Student Teachers in TEFL: An Israeli Study." *Journal of Education for Teaching* 17 (2): 151–163.

The study looks at ways cooperating teachers and student teachers define success in their roles as teacher and student during preservice training. The sample studied included cooperating teachers and students associated with either government institutions, labor movement associations, colleges of education, or universities.

Findings show interpersonal relationships are more important than professional accomplishments in "determining the degree to which success (in the teacher or student role) is predicted by students and cooperating teachers during practice teaching." The authors suggest future research should examine how relationships between cooperating teachers and student teachers affect the students' teaching performance.

Tamir, Pinchas. 1991. "What Benefits Can Be Derived from the Involvement of Student Teachers in Research? Effective Introduction of Research into Preservice Teacher Education." Paper presented at the Annual Meeting of the American Educational Research Association, April 3–7, Chicago, IL. ED 332 978

The paper addresses the preparation of preservice teachers for their roles as both researchers and research consumers. Included are suggested activities for teacher educators as well as a discussion of the benefits gained from these activities for both teacher educators and student teachers.

Four suggested activities to increase the interest of student teachers in research include publishing research that appeals to teachers, having students analyze research papers, creating opportunities for students to apply findings, and actively involving students in research.

Japan

Inservice Training: Science Teachers

Nagasu, Namio. 1986. "The Present Status of Problems of Preservice and Inservice Training of Science Teachers in Japan." Paper presented at the United States-Japan Seminar on Science Education sponsored by the National Science Foundation and the Japan Society for the Promotion of Science, September 14–20, Honolulu, HI. ED 285 760

This paper reports on the present status and problems of preservice and inservice training of science teachers in Japan. Two types of preservice training are described. The Teacher Training System (TTS) involves training within a department or college of education and receiving a certificate of elementary or secondary school teacher. Non-Teacher Training (Non-TTS) is training within academic departments and receiving a certificate of secondary science teacher. Requirements for each are included in the paper.

Evaluations of requirements show that TTS elementary teachers tend to take only four credits in science courses, leaving them with insufficient background and skills in science. Elementary teachers in Japan are required to teach all subjects and they tend to be weakest in the sciences. Therefore, they teach memorization of knowledge-oriented sciences. Upper secondary teachers,

on the other hand, appear to have the opposite problem and lack educational and teaching background.

Inservice training problems are financial. Local governments fund and support teachers for up to 2 years of training and cannot afford to provide training to a large number of teachers.

Mauritius

Preservice

Mauritius Institute of Education. 1991. *Mauritius Institute of Education Annual Report.* Reduit, Mauritius: Mauritius Institute of Education.

This report contains information on activities in primary and secondary education, curriculum development, seminars organized by the department, and miscellaneous events for the departments within the Mauritius Institute of Education. The departments are science education, agriculture education, mathematics and computer education, physical education, home economics, visual arts, design and technology, commerce and business studies, English, French, social studies, educational administration and management, and media and teaching aids. Financial information on the Institute is also included.

———. 1992. *Prospectus 1992. Teacher's Diploma, Postgraduate Certificate in Education.* Reduit, Mauritius: Mauritius Institute of Education.

———. 1993. *Prospectus 1993. Teacher's Diploma, Postgraduate Certificate in Education.* Reduit, Mauritius: Mauritius Institute of Education.

These booklets contain information on admission to and requirements for the postgraduate certificate in education and the teacher's diploma course. The postgraduate course is offered part-time and lasts 2 years. The minimum admission requirement is a degree relevant to the major field of intended study. Course requirements include theory of education, main field of study (English; French; science with specialization in either biology, chemistry, or physics; social studies with specialization in history, geography, or economics; mathematics and business studies with accounting or economics; and Hindi), teaching practice, and a major dissertation or project.

For the teacher's diploma course, minimum admissions requirements include several "passes" in school certificate courses or equivalents, including English. Two "passes" must be at advanced levels and at least one should be relevant to the diploma course. The course, which is part-time, lasts 3 years and consists of theory of education, main field of study (mathematics with computer education or agriculture, visual arts, physical education, and home economics), and teaching practice.

Mexico

Project Evaluation

World Bank. 1991. "Staff Appraisal Report: Mexico Primary Education Project." Report No. 9770–ME.

The project's objective is to improve the quality and efficiency of primary education in four of Mexico's poorest and worst educated states. The objectives are to reduce the high repetition and dropout rates, raise achievement of students, and improve school-based management. As part of the Educational Services Improvement component of the project, primary school teachers and teacher trainers would receive inservice training (including distance education) to upgrade their skills.

Namibia

Inservice Training

Unesco Mission. 1990. *Inservice Teacher Education for Namibia: Report and Proposals*. United Nations Development Programme.

This report provides an extensive evaluation of teachers and teacher education in Namibia. The report stems from a request made to UNESCO by the government of Namibia to review primary and secondary teacher education to aid in designing an inservice teacher education program to improve teachers' skills. The report provides an indepth description of major problem areas, recommendations for addressing those problems, and a discussion of education reform.

The evaluation found most Namibian teachers are underqualified in terms of education and training. The number one content problem identified in the report was English language (English became the official language after Namibian independence in March 1990). Math, science, and history were also problematic content areas as teachers were not properly trained in either teaching or learning the subjects. The report also cites pedagogical problems and recommends general inservice programs should cover methods of coping with large classes, methods of enhancing learner participation, textbook analysis, creation and development of supplementary teacher learning materials, evaluation and testing, guidance and counseling, and helping learners with special needs. Other topics included work in specific subject areas, curriculum development, and learner-centered teaching.

Netherlands

General Training

Hogeschool Gelderland, Faculty of Education. 1991. *Introducing a European Dimension in Teacher Education.* Nijmegen, Netherlands: Author, Centre for International Education.

This brochure summarizes the conclusions of 4 years of activities geared toward introducing a European dimension at Hogeschool Gelderland's teacher education college. The school initiated the Practical Implementation of a European Dimension in Education project in 1988 as a means of accomplishing this goal. The primary purposes of the project were to promote the theme of European integration at schools, improve the understanding of European issues among Dutch teachers, improve the knowledge of foreign education systems and traditions among Dutch teachers, improve contacts between Dutch and foreign teachers, and improve language teaching in the Netherlands to foster the realization of the goals listed above.

The project focuses on the entire education system (excluding colleges and universities) and involves activities such as curriculum development, counseling to schools, and publishing brochures. It also provides postgraduate education on the subject of European integration. The teacher education college at the Hogeschool Gelderland developed materials for future teachers in primary and secondary education, organized a summer program for teacher educators, and participated in several networks of the European Commission Youth Exchange Bureau and an ERASMUS network that is working to create a exchange program with a teacher education college in London. (From Introduction)

van Dijck, Hans. 1991. *Europe for Everybody: Texts on European Integration.* Nijmegen, Netherlands: Hogeschool Gelderland, Center for International Education.

This book is a result of a project supported by the Hogeschool Gelderland and the Dutch Ministry of Education and Sciences on the practical introduction of the European Dimension of Education. Many European governments began similar programs due to increased European integration during the last several years. Teachers are expected to play a key role in preparing students for a more international world. This book specifically focuses on changing curriculum content to improve knowledge of European integration and change the focus from national to international. (From Introduction)

Inservice Training

Roelofs, Erik et al. 1991. "Improving Instructional and Classroom Management Skills: Effects and Implications of a Staff Development Programme and Coaching for Inservice Education." Paper presented at the International Congress for School Effectiveness and Improvement, January 4–6, Wales, United Kingdom. ED 337 452

This paper presents findings of a school improvement study dealing with mixed-aged classes in the context of inservice teacher education. The study uses a quasi-experimental treatment-control group to examine the effects of a staff development program dealing with mixed-aged classes (DMC) as well as the effects of additional coaching. The program was designed based on prior research and around the following: efficient use of time; effective instruction design, classroom management, organization of independent practice or learning, and clear goals

collectively agreed upon in making mixed-age schools work. The study also stresses the importance of linking research and practice.

Several points formed the foundation of the study.

1. Teachers who participated in the staff development program show increases in the frequencies of research-derived teaching behaviors compared with control group teachers.

2. In classes of teachers who participated in the program, there is a positive effect on time-on-task rates.

3. Teachers who received coaching in addition to the DMC program showed larger gains in research-derived teaching behaviors compared with teachers who did not receive coaching.

4. In classes of coached teachers, gains in time-on-task rates are larger than in classes of uncoached teachers.

5. How and to what extent are coaching effects related to the way coaching was actually performed?

Results show DMC increases teachers' instructional and management skills. Students experienced moderate gains in time-on-task levels with levels improving most for coached teachers. Larger gains in organizing instruction and discipline were also found for coached teachers. The authors conclude that it is possible to implement staff development programs effectively within the regular context of inservice training.

Quality of Teaching

Lowyck, J., and Pieters, J.M. 1992. "The Quality of Teaching: A Research Programming Study of the Quality and Functioning of Teachers Conducted for the Institute of Educational Research in the Netherlands." (Introduction only) The Hauge, Netherlands: Institute for Educational Research in the Netherlands.

The introduction of this report gives an overview of research issues related to the quality of teaching and teachers in the Netherlands. A proposal for research is also included.

Research Centre for Education and the Labour Market. 1992. Annual Report, 1991. Maastricht, Holland: Faculty of Economics and Business Administration, Rijksuniversiteit Limburg.

This is the annual report of the Research Centre for Education and the Labour Market. The report includes project descriptions, survey of research projects, and a list of publications, lectures, and presentations. The research center mostly does commissioned research which includes development of an information system on education and the labour market. The main research activities they conduct include those related to the information system, research on the achievement of graduates of secondary and higher education, and the fit between education and the labour market for various types of occupational groups.

New Zealand

Inservice Training–Program Evaluation

Gilmore, Alison M. 1992. "Information Technology in the Classroom: Evaluation of a Teacher Development Programme." A report presented to the New Zealand Ministry of Education. Christchurch, New Zealand: Education Department, Canterbury University.

This report, sponsored by Christchurch College of Education, is an evaluation of a teacher development program that introduced information technology to teachers. The focus of the training was acquiring basic computer skills and learning to integrate computer use into curriculum activities.

Evaluation of the program revealed its success in increasing both teachers' confidence and competence in integrating technology into classroom activities. Particularly successful features of the program included small group meetings, support from resource personnel, and professional and personal qualities of the resource personnel.

Millar, J.K. 1992. *The Critical Triangle: An Evaluation of the Teacher Development Programme "Achieving Charter Curriculum Objectives" (Southern Region).* New Zealand: Kennedy Millar Associated, Ltd.

This report is an evaluation of the Achieving Charter Curriculum Objectives (ACCO) project, one of several Ministry of Education teacher development programs. The program involved school staff, lead by the principal, contact teacher, and coordinator from one of the colleges of education, identifying their professional development needs, and planning and implementing a program to address those needs as well as evaluate program outcomes.

Findings of the evaluation show the principal plays a significant role in the ACCO project, and the leadership ability of the principal greatly affected the school's ability to achieve project goals. The relationship between the principal, contact teacher, and coordinator (the "critical triangle") also had important impacts on project success. How involved other staff were in deciding whether to participate in the project affected success as well. Problems experienced by schools included selecting an appropriate focus for professional development, initial project development, timing of the project, and differences between primary and secondary schools.

Based on the findings of the evaluation, the author recommends providing principals with professional development related to running in-school development programs, appointing the coordinator before the commencement of the project, involving staff more in choosing a contact teacher and in initial project development, and providing more time (12 months) before actual program implementation.

New Zealand Educational Institute. 1991. "The Importance of Professional Development for Primary School Teachers." Wellington, New Zealand: Author.

This report examines the current policy of the New Zealand Educational Institute (NZEI), a professional organization representing approximately 23,000 workers in the primary sector of education, in relation to the professional development of teachers. Policy recommendations and objectives for NZEI are outlined. Issues discussed include staff development, a need for

increased coordination of teacher and curriculum development, and the funding of teacher refresher courses.

Preservice Training

Bishop, Barb et al. 1991. *Getting It Together: A Study of Early Childhood Training.* New Zealand Council for Educational Research, Wellington.

This paper describes data gathered from students in training programs at six New Zealand colleges of education. Data collected included why students chose to enter early childhood education, student expectations regarding future employment, and student evaluation of the training program. Students indicated they would have preferred more practical experience in their training.

Renwick, Margery. 1992. *Innovation in Teacher Education.* Wellington: New Zealand Council for Educational Research.

Faced with changing government requirements for governance and delivery of tertiary education and an increased desire to achieve excellence in teacher education, colleges and schools of education in New Zealand are undergoing a period of reform. Among the challenges and changes facing the colleges are increased responsibility to manage their affairs, financial accountability, the movement of teacher support services to the colleges, closer affiliation with universities, revisions and changes in the content of programs of training, and opportunities to diversify their operations. Examples of innovations from six of the institutions that are the main providers of teacher education are included in the report.

Innovations have focused on primary teaching as a graduate profession, curriculum development (including design and resource development), teacher development, new ways of course delivery (in terms of time and place) such as shortened courses, off-campus programs, and credit for prior learning experiences, upgrading course requirements for the B.Ed. degree by equally emphasizing pedagogy and curriculum subjects, providing student teachers with mentors, and changes in students' practicum experiences. In addition, colleges are also reforming special education, equal educational opportunities (Maori education), the arts, teacher support services, alternative courses, certificates and diplomas, and entrepreneurial activities with overseas clients.

Renwick, Margery, and Vize, June. 1990. *Windows on Teacher Education; Phase 1: Initiation Into Teacher Education.* Wellington, New Zealand: New Zealand Council for Educational Research.

This report is the first in a series of longitudinal studies of trainees preparing to teach in New Zealand primary and intermediate schools. It focuses on the perceptions and expectations of the students, their beliefs regarding their roles as teachers, and the backgrounds of the student teachers. The three major goals of the study are to record the progress of a sample of students through their training and later classroom experience; establish those factors contributing to variation in student progress through their course of training; and isolate key events in students' experiences that influenced their later progress as students and teachers. Data for the study were collected (primarily through fact-to-face interviews) at three of the six colleges of education in New Zealand (Auckland, Wellington, and Christchurch).

Major findings included enjoyment of working with children was the most important reason for going into teaching; prospective students were unlikely to have read much in the way of books or articles on educational topics; students least looked forward to teaching mathematics, computer studies, science, and music; students at all participating schools made particularly favorable comments regarding teaching practice sections and wanted more practical experience; and students wanted more feedback on their performance as well as higher standards in their courses.

———. 1991. *Windows on Teacher Education; Phase 2: The Second Year.* Wellington, New Zealand: New Zealand Council for Educational Research.

This study presents findings from phase 2 of a longitudinal study of teacher education. The specific research objectives for the second phase of the study included: presenting students' perceptions of their second year of training, presenting the performance of the students during their second year of the course in terms of the assessment the colleges make of those students, and examining those factors that appear to contribute to variations in student performance.

Major findings showed the following: many students were motivated to be primary school teachers; many students, especially those from Christchurch, felt the second year of the program was better because of the relevance of their courses to the classroom; students favored courses with clear links between theory and practice; students felt the colleges failed to define "a good teacher"; students at all three colleges felt the courses in reading, mathematics, and physical education were the three most useful to them as classroom teachers; practical experience was viewed as the most valuable part of their training; and all students expressed an increase in their confidence in various curricular areas and classroom practice.

———. 1992. *Windows on Teacher Education; Phase 3: The Third Year.* Wellington, New Zealand: New Zealand Council for Educational Research.

This report presents findings from the third phase of this project on teacher education. The specific research objectives of the third phase were as follows: examine students' perceptions of their third year of training; examine students' perceptions of their first year of teaching; look at students' key beliefs about education and learning when they enter the classroom; observe any changes in student views between the beginning of training and entering the classroom; evaluate the performance of sample students during their course in terms of the assessment made by the colleges over the 3 years; explore which factors appear to contribute to variation in student performance; and assess the intentions of students with respect to teaching as a career.

Some findings include: students were looking forward to teaching reading, physical education, and written language and were less looking forward to teaching computers, Maori, and music; students consider themselves best prepared to teach middle school children and less prepared to teach in rural schools or to handle mainstreamed children; students felt relationships with parents were important; many students (60 percent) said they were either as motivated or more motivated to be primary teachers when they began the course; the initial concern for graduating students was finding employment.

Project Evaluation

Research and Statistics Division, New Zealand Ministry of Education. 1992. *Ministry of Education Annual Research Report 1991/92*. Wellington, New Zealand: Author.

This report contains a list of current and recently completed research funded by the New Zealand Ministry of Education. Several abstracts describe research on teacher training, including some program evaluations.

Nigeria

Inservice Training

Esu, Akone E.O. 1991. "Inservice Teacher Education in Nigeria: A Case Study." *Journal of Education for Teaching* 17 (2): 189–199.

This article discusses the present state of inservice training in Nigeria. Problems, program context, program planning, and evaluation are included in the discussion. The three main approaches to Nigerian training—the central office approach (usually lectures or workshops), the long vacation or sandwich program, and the part-time programs (usually distance learning)—are described.

The author stresses the importance of appropriate planning, strategy, and implementation of inservice training. He calls for the use of needs assessment, more participation of teachers in program design, and more program evaluation.

Preservice Training

Akpe, C.S. 1991. "Choice of Teaching Subjects in Preservice Teacher Education in Nigeria." *Journal of Education for Teaching* 17 (2): 213–219.

This study looks at the choice of teaching subjects of Nigerian teacher education students. The sample includes 74 women and 45 men in their last year of a primary education program. The students provided information on their educational background and reasons for and choice of subject combination.

The findings show more students choose arts subjects although students with prior training tended to choose math and science. Performance in the first 2 years of a program is a major factor in choice of a subject area. Job security and opportunities for further training are also significant.

Sunal, Cynthia Szymanski. 1989. "Early Childhood Teachers in Nigeria." *Childhood Education* (Annual Theme): 279–282.

The article discusses recent developments in Nigerian education (universal primary education), the resulting problems, and their impacts on teacher education. Because of these problems, the government implemented a plan to improve primary teacher education by increasing requirements for certification and offering more advanced training.

Norway

Preservice and Inservice

Grepstad, Jon. 1992. *Teacher Education in Norway: A Survey*. National Council for Teacher Education.

In addition to describing teacher education, this report briefly outlines the basic principles of Norwegian educational policy and system of education. Recent reforms to consolidate and reorganize higher education are also discussed.

Teachers in Norway receive training at one of 28 colleges of education, 4 universities, 7 conservatories, or other institutions. Preschool teachers receive 3 years of training at colleges of education. Training focuses on educational theory and practice, subject matter studies, and an indepth study of at least one subject or area of work. Class teachers, also educated at colleges of education, teach general subjects in primary and lower secondary school and now receive 4 years of training in the same areas as preschool teachers in addition to training in religion, ethics, math, natural science, social studies, and Norwegian. Subject teachers are mainly trained at universities and study arts and crafts, nutrition, health and environment, commercial subjects, physical education, natural sciences, and math. Vocational teachers' credentials include professional certificates (3-4 years of education or apprenticeship), theoretical vocational training (1 year), practical experience (4 years), and educational theory and practice.

Mork, Hans-Otto. 1991. *Description of Teacher Education/ Training in Norway*. Oslo, Sweden: Association for Teacher Education in Europe.

This report details teacher education and training in Norway. The first chapter describes characteristics of teacher education in Norway. Chapter 2 includes models of initial teacher training and descriptions of different types of initial training for different types of teachers (preschool general subjects, specialized subjects, and vocational subjects) and schools. The third chapter describes inservice training and further education, and the concluding chapter describes the international dimension of Norwegian training. Also included in the report are results of a survey of institutes of initial training. The survey contains information on location, number of staff and students, cost, and types of programs available at each institution.

Royal Ministry of Cultural and Scientific Affairs, Royal Ministry of Church and Education. 1988. *Review of National Policies for Education—Norway: Report to OECD*. Oslo, Norway: Author.

This report describes the education system in Norway from preschool through higher education, information on governance, finance, educational equality, education and regional policy, lifelong education, and reform.

Training is broken down into four levels in Norway: teacher—special subject, adjunkt(I) or laerer (3 years of study), adjunkt(II) (4 years of study), and lektor (6–7 years of study). Categories or type of teacher training include preschool, teachers of general subjects, teachers of specialized subjects, and teachers of vocational subjects. The last two are comparable to the B.A. and M.A. degrees in the United States. Location of training and general requirements for each level, as well as information on specific subject area requirements (e.g., commercial and clerical subjects), and inservice training are also provided. Future concerns regarding teacher

clerical subjects), and inservice training are also provided. Future concerns regarding teacher training include recruitment of teachers, revising requirements, and how best to use resources available for training.

Pakistan

General

Rugh, Andrea B., Malike, Ahmed, Nawaz Malike, and Farooq, R.A. 1991. "Teaching Practices to Increase Student Achievement: Evidence from Pakistan." Cambridge, MA: Harvard Institute for International Development, Bridges Research Report Series.

This report outlines how to improve the quality of primary school programs in countries with conditions similar to those in Pakistan. The article is based on the results of a 1988 study of effective teaching practices carried out in Pakistan under the BRIDGES project of the Harvard Institute for International Development. A description of the study, general findings, policy recommendations, and conclusions are included in the report.

Regarding the role of teacher training, the authors suggest that "before making comprehensive, and possibly expensive and ineffectual, changes in training programs, policymakers can begin to improve programs by developing short, practical methods courses for teaching practices that have proven effective for their own or similar countries"(18). Specifically, these courses should help teachers carry out effective learning sequences through practicing them with each other and with students in actual classrooms; command a broad repertory of teaching practices and understand their implications for learning in various contexts and subject matters; use annotated guides that support the use of effective teaching practices; and adjust instruction to the subject matter, the audience, the learning environment, and the implicit and explicit expectations of that system.

Poland

General Training

Department of Teacher Training. 1992. *Teacher Training: Present Situation and Prospects for Change*. Warsaw, Poland: Ministry of National Education.

Included in this report is a description of the present state of teaching and the population of teachers working in Poland. Initial training includes studies in a specific subject and courses in psychology, pedagogy, and practical training. Students attend Post-Secondary Teacher Schools (SNs), which train mostly kindergarten and primary teachers, or Pedagogical Technical Studies (PSTS), which are being shut down. Around 80 percent of teachers have qualifications via graduate or postgraduate training. Graduates of SNs generally possess superior practical teaching skills.

To implement reform, a Teacher Training Council was assembled. Their primary tasks included preparing guidelines for the vocational component of teacher training, evaluating training programs and curricula, evaluating and recommending changes in teacher training

institutes, and setting high professional standards for teachers. Preparation for an accreditation system is being undertaken by the Ministry of National Education.

Language Teaching

Komorowska, Hanna. 1991. "Language Teaching and Teacher Training in Poland." *Changes in Poland: The Implications for Education.* Warsaw, Poland: International Bureau of Education.

During 1990–91, significant changes occurred in the organization of foreign language teaching and language teacher training. The policy was to promote one foreign language in primary schools for all students to learn, promote two foreign languages in secondary schools, recognize the value of English as a means of international communication, encourage intensive language courses, and encourage language learning to begin early. Before this policy, students had limited opportunity in terms of language learning. Teacher training was also limited in that students received little pedagogical training. A shortage of teachers also existed.

To address the teacher shortage issue, a new system of 3-year B.A. courses was implemented in October 1990. Students now have the option of beginning teacher training after secondary school and gaining qualifications to teach primary and secondary school modern language courses. "The new teacher training system is expected to have considerable impact on universities. . ., paving the way for new forms of teacher training in subject areas other than modern languages."

Russian Republic

Preservice and Inservice Training and Reform

Hoot, James L. 1989. "Preparing Teachers of Young Children: Major Reforms from the Soviet Union." *Childhood Education* (Annual Theme): 274–278.

This article describes guidelines adopted by the Supreme Soviet to reform both general and vocational education. Reforms call for expansion of practice teaching, curricular changes in schools, expansion of admission into teacher training programs with more recruitment of male teachers, and an elevation of the prestige of teachers and the teaching profession.

Kerr, Stephen T. 1991. "Beyond Dogma: Teacher Education in the USSR." *Journal of Teacher Education.* November–December 42 (5): 332–349.

This article provides information on traditional approaches to teacher training in the USSR as well as organizational changes and reform that occurred during the 1980s. Change began to occur under Gorbachev and moved rapidly when Yeltsin came into power. Surveys were used to assess the state of Soviet education, and many problems were identified, including unmet demands for teachers and crude conditions for teacher education students.

One suggested change was the creation of regional pedagogical universities that would provide model programs and coordinate programs at the local teacher training institutions. The training of graduates from other disciplines, via short courses, may alleviate the teacher shortage. An example of real change was the development of the Creative Union of Teachers and a

commercial consulting group that grew out of the union (The Eureka Center for Pedagogical Design). A list of Eureka's inservice programs is included in the article.

The author believes that Soviet schools will change via teacher education, beginning with radical reforms in the Education Ministry and alteration of teacher reward and cost structures.

Scotland

General

Cameron-Jones, Margot. 1991. "Training Teachers: A Practical Guide." Scottish Council for Research in Education. ED 335 318

The five chapters of this booklet concentrate on the practical side of teacher training. Chapter 1 describes the nature and purposes of training and placement. Chapter 2 provides information on a direct and indirect procedure for training, guidance on blending the two procedures, and on making the best use of the time available to both trainer and trainee. Chapter 3 describes training methods that can be used during either training or placement; some are based on teacher thinking and others on practice in various kinds of teaching. Chapter 4 explains the essentials of performance appraisal, outlining the three steps appraisal involves and explaining how to take these steps. Chapter 5 describes characteristics of a good trainer—competent, ethical, human, and caring. Four appendices provide two case studies and further information on methods for evaluating training and placement to accompany Chapter 2; an appraisal form to accompany Chapter 4 and a comparison of appraisals made by two trainers; and a list of background research studies. (from ERIC abstract)

General Teaching Council for Scotland. 1990. *General Teaching Council for Scotland Handbook.* Edinburgh, Scotland: Author.

The role of the General Teaching Council in Scottish education is outlined in this handbook and is directed primarily toward new teachers. In addition to listing the functions of the council (see General Teaching Council for Scotland 1992), the Council's relationship with probationer teachers, challenges facing the Council in the 1990s, the background to the establishment of the Council and its historical development, teachers' registration rules, standard Scottish requirements for receiving teaching qualifications, and probationary rules are included.

———. 1992. *Policy Review.* Scotland: Author.

The General Teaching Council originally was formed to respond to the problem of uncertified teachers working in Scottish schools. This report offers a history and description of the Council and several of its activities, including a review of teacher training (i.e., membership, administration, funding, resources, and various committees). The Council's main functions are to review standards of education, training, and fitness, teach appropriately to those entering the teaching profession, and make recommendations to the Secretary of State on these or other associated matters; consider and make recommendations to the Secretary of State on matters (other than pay and conditions of service) relating to the supply of teachers; keep itself informed of the nature of the instruction given in colleges of education; establish a register of the names, addresses, and qualifications of those entitled to teach in education authority

schools in Scotland; determine whether a teacher has successfully completed a probationary period; and determine whether, in any case, registration should be refused or withdrawn.

The Scottish Office Education Department. 1992. *Teaching in Scotland, 1992 Edition*. Edinburgh, Scotland: Author.

The purpose of this leaflet is to give details of teacher training courses in Scotland, the entry qualifications, and the registration provisions. To obtain employment as a teacher in education authority schools in Scotland, it is necessary to have a teaching qualification and be registered with the General Teaching Council for Scotland.

The leaflet is based on the 1992 Memorandum on Entry Requirements. The Memorandum is updated annually and the relevant Memorandum in determining a candidate's eligibility is the one issued the year in which the candidate commenced his or her degree or other specialist course. (From Introduction)

Inservice Training

The Scottish Office Education Department. 1991. *Advice on the National Guidelines for Staff Development and Appraisal in Schools and on their Implementation*. Scotland: Author.

This report offers information and guidance on the implementation of the National Guidelines for Staff Development and Appraisal in Schools. The purpose of the Guidelines is to provide a common framework for managing staff development and appraisal. The information and recommendations offered in this report are taken from successful initiatives or from national pilot programs. Topics covered include principles of managing staff development, managing of appraisal, monitoring the effectiveness of staff development and appraisal arrangements, and implementing the National Guidelines.

———. 1991. *The National Guidelines for Staff Development and Appraisal in Schools*. Scotland: Author.

This report stems from recommendations of a 1984 report ("Arrangements for the Staff Development of Teachers"), which suggested that there was a need to establish better management arrangements for planning and coordinating the wide range of training and development activities. The resulting Guidelines were designed to ensure that all education authorities and their schools will have planned a systematic approach to staff development and appraisal and that there will be an appropriate degree of consistency across the country. They also outline the rational and the broad general principles that should underlie the management arrangements in all education authorities. A second paper will be issued to authorities and schools to illustrate ways these principles might be implemented. It is not intended to be prescriptive or exhaustive; other forms and procedures will no doubt be found to be satisfactory. (From Introduction)

———. 1993. *Guidelines for Teacher Training Courses*. Scotland: HMSO.

These guidelines are a revision that updates and consolidates the various sets of guidelines for courses of teacher training issued by the Scottish Office Education Department (SOED) from 1983 onwards. The guidelines stress the role to be played in training by schools in which

students are placed to gain practical experience, called the "partner" schools, and on the competencies in teaching to be acquired during the training period.

The government considers that greater prominence than ever before should be given in teacher training to securing classroom skills by newly qualified teachers and that competencies in teaching should be the critical factor that institutions must consider in designing courses. The identification of competencies to be attained by all those who have completed the first stage in training and are about to enter a probationary period as teachers, is therefore a major feature. (From Introduction)

Preservice Training

Her Majesty's Inspectors of Schools. 1991. *The Arrangements for School Experience in Scottish Primary BEd Courses.* Scotland: The Scottish Office Education Department.

This report summarizes the inspection and evaluation of arrangements made for school placements of students in the BEd Primary course (training for teaching students from age 3–12). The inspection, in 1989–90, involved 74 schools and interviews with students, teachers, and staff. Areas examined were college placement programs, schools' involvement in placement programs (i.e., preparation, documentation and staff development), student experience during placement, supervision of students by the college, and assessment.

The Scottish Office Education Department. 1993. *Memorandum on Entry Requirements to Courses on Teacher Training in Scotland.* Edinburgh, Scotland: HMSO.

Under the terms of Teachers' Education, Training, and Registration Regulations 1967, as amended, the Secretary of State determines, in consultation with the General Teaching Council for Scotland (GTC), the entry requirements to teacher training and the type of degree acceptable for each secondary subject. This memorandum, which supersedes the Memorandum on Entry Requirements to Courses of Teacher Training in Scotland 1992, sets out in detail the Secretary of State's requirements. The Secretary of State also determines which degrees of Scottish Universities (and other Scottish degree awarding institutions) and the Open University contain sufficient study of a subject to qualify the holders for secondary or further education teacher training in that subject; decisions on other degrees are made by the GTC. (From report Introduction)

Research

Draper, Janet, Fraser, Helen, and Taylor, Warwick. 1992. "A Study of Probationer Teachers." *Interchange.* No. 14. Scottish Council for Research in Education.

This study is part of a 3-year research project commissioned by the Scottish Office Education Department to investigate probationers' views of their initial training, recruitment, induction, support, and assessment. Probation generally involves a 2-year period of continuous school experience before a permanent teaching post is assigned. Findings of the report suggest that more attention be paid to the following areas: improving continuity, clarity of roles and information–feedback; end-of-course-profiles in induction and support; helping teachers in their first few weeks in a post; developing and continuing training roles of colleges; assessment and feedback on progress; and enhanced training during probation.

Singapore

Preservice Training

Wong, Lily Yee-Sheung. 1990. "Pre-Existing Domain-Specific Knowledge as Presage Variable for the Prediction of Trainees Performance." ED 336 372

This study examines the extent of knowledge a trainee possesses about teacher training; the differences between high-performance trainees and low-performance trainees in pre-existing, domain-specific knowledge; and how performance is related to prior knowledge (measured indirectly by written comments on taped lessons).

Results show most trainees possess prior knowledge about teachers and training. Results also show similarities between high-performers' and low-performers' comments on the taped lessons. High-performance trainees, however, are more critical of teachers' planning while low-performance trainees are more impressed by the teaching aids and interaction–communication in the classroom. The author concludes that "pre-existing, domain-specific knowledge in teaching seems to be a reasonable predictor to be considered when studying good performance as measured by practical and theoretical performance in the program. However, it is too soon to conclude that such knowledge should be included as a selection criterion for teacher training."

Science Teaching and Learning

Cheung, K.C., and Toh, K.A. 1990. "In the Eyes of the Beholder: Beginning Teachers' Conception of the Nature of Science and Science Teaching." Paper presented at the Annual Conference of the Educational Research Association, October 20–21, Singapore. ED 337 448

The author examines perceptions of beginning elementary school teachers in Singapore on the scope and nature of science and also assesses the relationship between these views and their present approach to, as well as their experience in, science teaching and learning. A questionnaire was used to collect the information from the teachers. The sample consisted of 161 beginning elementary school teachers. Results from the survey regarding teachers' definitions of what science is and how to teach it are included in the report.

South Korea

Policy

Byun, Hong-Kyoo et al. 1988. "Interface Between Education and State Policy: Redesigning Teacher Education Policies in the Context of a Preferable Future." Bangkok, Thailand: United Nations Educational, Scientific, and Cultural Organization. ED 330 626

Because of projections that education will be a critical force in shaping South Korea's future, this study focuses on teacher education and, by building on previous research on alternative futures, seeks to explore several issues. The issues examined include humanizing future citizens; teacher education and teacher characteristics for building humanized future citizens; perceptions concerning policies for future teacher education; policy tasks for realization of

humanization for education; policy strategies for humanistic campus-based, preservice education; and retraining strategies for inservice teachers.

Suggestions for strengthening professional teacher preparation, given the fact that current teacher education programs are outdated and ineffective, include expanding the program to a minimum of 5 years of study with a year or 6 months of student teaching or internship and using more educational research. The Korea University of Teachers will act as a pilot school to reform and innovate the teacher education system as a whole. Stronger certification and accreditation criteria should also be established. Suggested policy direction and tasks are also included such as creating an incentive for inservice training, providing individualized inservice education, and developing more functional continuing education programs.

Project Evaluation

Huh, Unna. 1992. "Designing Education for the 21st Century: The Korean Experience," in *The Forum for Advancing Basic Education and Literacy*. Ed. Christina Rawley. Cambridge, MA: Harvard Institute for International Development.

This article describes the first large-scale application of systems analysis and planning that shows major improvement in the quality of education in Korea because of the KEDI Elementary-Middle School Reform Project. The project addresses teacher training as well as curriculum development, instructional delivery systems, school management, instructional materials, and evaluation.

Spain

General

De Finkel, Sara Morgenstern. 1991. "The Slow Reform of Teacher Education in Spain." *European Journal of Education* 26 (3): 239–249.

The author provides a discussion of the state of teacher training in Spain from 1971 to 1991. Aspects of the future of teacher training reform such as initiatives introduced by the Ministry of Education in 1991 are also mentioned. The author believes that because of a lack of research, a focus on attitudes toward and opinions of teacher education, and a relatively unstructured system, the future of teacher training is uncertain.

General problems of the Spanish education system include an oversupply of teachers, a need to expand the educational system, a need to increase the quality of education, and the postponement of reform in teacher education. Criticisms of the teacher training programs for the basic general education credentials include lack of entrance requirements, low prestige, little exposure to research, and limited study materials.

Sri Lanka

Preservice Training

Tatto, Maria Teresa, Nielsen, Dean, and Cummings, William. 1991. *Comparing the Effects and Costs of Different Approaches for Educating Primary School Teachers: The Case of Sri Lanka.* Cambridge, MA: Harvard Institute for International Development.

This paper compares three popular approaches to teacher training in Sri Lanka (preservice residential, inservice residential, and distance education). The costs and benefits of these approaches are compared.

Findings show trainees in the colleges of education and in distance education are more competent in subject matter and pedagogy than those in teacher's colleges. Finally, the distance education approach has low costs and could be useful at a postprogram level.

Taiwan

Preservice Training

Wang, Li-Wei. 1992. "Learning to Teach the Elementary Field Experience Course at a Teachers' Junior College in Taiwan." East Lansing, MI: The National Center for Research on Teacher Learning.

This paper documents a teacher's personal account of developing an elementary field experience course. The paper provides a picture of teacher training from an instructor's point of view as well as the factors affecting the development of this course. From the paper, the reader gains a perspective of how Taiwanese student teachers gain practical teaching experience.

Yu, Shu-Mey, and Bethel, Loweli J. 1991. "The Influence of Hands-On Science Process Skills Training on Preservice Elementary Teachers' Anxiety and Concerns about Teaching Science Activities in Taiwan, Republic of China." Paper presented at the Annual Meeting of the National Association for Research in Science Teaching. April 7–1, Lake Geneva, WI. ED 332 870

The study's purpose was to examine the impact of hands-on science process skills training in an elementary science methods course on preservice elementary teachers' anxiety about teaching hands-on science activities and preservice elementary teachers' concerns about the impact of hands-on science on children in terms of self-esteem. One hundred and five preservice elementary teachers enrolled at Taiwan Provincial Taichung Teachers' College, Republic of China made up the sample. As of the time of the study, science instruction at all levels was generally done in lecture format, including preservice elementary science methods courses. Results showed hands-on, science-process training reduced preservice teachers' anxiety about teaching hands-on science activities.

Yugoslavia

Training

Pozarnik, Barica Marentic. 1991. "Issues and Trends in Teacher Education in Slovenia, Yugoslavia." *Action in Education* 13 (3): 30–35.

The article describes several factors affecting teacher education in Slovenia. Historical overviews of policy, the education system, teacher education, and curriculum from the 1950s to the present are included. Proposed goals for the future of teacher education include the following: raise the professional status of teachers and thus attract and retain more able young people; establish a professional body that would negotiate, formulate, and enforce a wise policy of teacher training; develop a consecutive model of training as an option for training subject teachers; develop sound models of training, integrating different areas, especially theory and practice, based on contemporary views of how professionals learn in an international community of teacher educators.

Zimbabwe

Teacher Education Reform

Dzvimbo, K.P. 1989. "The Dilemmas of Teacher Education Reform in Zimbabwe." *Interchange.* 20 (4): 16–31.

This article reviews teacher education in Zimbabwe between 1980 and 1987 and "focuses on dilemmas encountered by the government in trying to transform teacher education so as to extend education to the majority of school-age children in the country." The impetus behind the reform, as well as the problems encountered because of the conception and planning processes are also discussed. These include the notion of quality of education versus expansion, administrative and financial problems, and the goal of linking reform with the development of rural areas. Policy suggestions are also offered. Data from many government reports and evaluations from the Ministries of Higher Education and Primary and Secondary Education are used for the analysis.

A major focus of the article is on the Zimbabwe Integrated National Teacher Education Course that was created in 1981 as part of an effort to develop rural areas. As part of their education, student teachers were sent to train in rural areas where they participated in community projects and received distance education while away from their base school.

Many problems were encountered during the implementation of educational reforms including the fact that these reforms were not considered a national policy but a modest program run by a small group of Ministry of Education Officials. Also, most students still preferred conventional methods of training although the ideas of white supremacy and separatism continued to be perpetuated. Problems such as the contradiction between teacher autonomy and government control, weakness of the government in managing reform, poor supervision of and lack of support for student teachers, and a lack of facilities for training also existed.

The author's recommendations include addressing structural problems in the economy before education can be used as a tool to solve political and economic problems; sensitizing teachers,

students, and administrators to the reforms; changing the content of what is being taught to reduce inequalities in the system such as those based on gender, race, class, and urban–rural status; and training teachers at the university level to raise the status of teachers.

Nziramasanga, Caiphas T. 1991. "Teacher Education Innovation in Zimbabwe." *Action in Teacher Education* 13 (3): 16–20.

This paper describes the reforms and innovations in teacher education that resulted from Zimbabwean independence in 1980. Teacher education and education in general were viewed as a vehicle for implementing new laws calling for equality for all citizens of Zimbabwe regardless of race, sex, or social status. Several changes occurred because of independence such as a focus on the problem of inequality of educational opportunities, new roles for teachers, and creating new strategies for teacher training.

Innovations in teacher training included longer preservice training; more and different inservice training (such as the Up-Grading Inservice course that trained untrained teachers already working in education and inservice graduate certification programs); internships; new supervisory systems for student teachers; the Zimbabwe Integrated National Teachers Education Course, which increased integration of theory and practice and required that students work in fields outside education and train in rural areas; incorporation of more research into training, and part-time bachelor of education degree programs.

Multiple Countries

General

Atreya, B.D., Lahiry, D., Gill, J.S., Jangira, N.K., and Guru, Shri G. 1986. "Environmental Education Module: For Preservice Training of Social Science Teachers and Supervisors for Secondary Schools. No. 9." Paris, France: UNESCO.

This module focuses on the inservice training of teachers and supervisors in environmental education for secondary schools. The goals of this course are to foster the acquisition and transfer of knowledge, skills and effective attributes concerning the environment and its problems and develop competence in the teaching and supervision of the environmental dimension of social science in secondary schools.

Barrett, Wilson, ed. 1991. *Education Newsletter—1/91.* Strasbourg, France: Council of Europe. ISSN 2052–0591.

———. 1991. *Education Newsletter—2/91.* Strasbourg, France: Council of Europe. ISSN 2052–0591.

———. 1991. *Education Newsletter—3/91.* Strasbourg, France: Council of Europe. ISSN 2052–0591.

These newsletters contain information about various educational issues in member countries (Austria, Belgium, Cyprus, Czech and Slovak Federal Republic, Denmark, Finland, France, Germany, Hungary, Iceland, Ireland, Italy, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Soviet States, Spain, Sweden, Switzerland, United Kingdom, and

Yugoslavia). Several countries include information on recent developments and reforms in teacher training.

De Landsheere, G. 1987. "Student (Practice) Teaching," in *International Encyclopedia of Teaching and Teacher Education*. Ed. Michael J. Dunkin. Oxford: Pergamon Press.

De Landsheere discusses the idea of *recyclage*, which he defines as "intensive training action needed in case of qualification crisis happening when the teacher's knowledge of a subject suddenly becomes obsolete." He uses educational research as a field where *recyclage* should be applied due to increase in more sophisticated educational research and the growing gap between practice and research.

Division of Science, Technical, and Environmental Education. 1990. "The Teaching of Science and Technology in an Interdisciplinary Context Vol. II." Paris, France: UNESCO.

This document contains a summary of the Pilot Project on the Teaching of Science and Technology in an Interdisciplinary Context and proceedings of a meeting held in 1988 to review the projects in terms of objectives and results achieved. The five countries involved in the project were Bulgaria, Denmark, England, the Federal Republic of Germany, Norway, Sweden, the former Soviet Union, and the United States.

The author states that teachers are one of the most significant factors influencing student learning. Teacher training is necessary to offset the poor working conditions teachers in developing countries face. The author suggests using certain inservice training techniques, such as study circles, clusters, and networks to facilitate dissemination of new ideas. Distance education and mobile teacher training units are also described as useful methods. The author also suggests that training focus on such areas as time management, mastery of content areas, instructional strategies, organizational and interpersonal skills, and development of instructional materials to facilitate students' active learning.

Fraut, M. 1987. "Student (Practice) Teaching," in *International Encyclopedia of Teaching and Teacher Education*. Ed. Michael J. Dunkin. Oxford: Pergamon Press.

This article explores the main issues identified in recent literature on inservice training. These include policymaking and teacher, school, government, and higher education perspectives of INSET (inservice training). A description of evaluations and research is also included.

Glasgow, Joyce, and Robinson, Pansy. 1986. "Environmental Education Module: For Preservice Training of Teachers and Supervisors for Primary Schools. No. 5." Paris, France: UNESCO.

This portion of the module is to be used by teacher trainers and teacher supervisors and is intended for preservice teachers who may or may not have had experience in the physical and social sciences. The goal of the course is to ensure that preservice teachers possess the knowledge, cognitive skills, and affective attributes they are expected to impart to students at the primary level and preservice teachers acquire these attributes in a manner that satisfies the goals of environmental education and serves as a model for their teaching.

Hirst, Paul. 1991. "Discussion on Some Educational Issues III. Research Report 94." Ed. Pertti Kansanen. Helsinki University, Department of Education. ED 338 560

This article outlines the relationship between theory and practice in teacher training. The author begins the discussion with the traditional approach (activities of teaching developing directly through practice). He also discusses the rationalistic approach to theory and practice where practice is derived from independently developed theory.

The author feels that "what is needed is a more careful approach that does justice to both the traditionalist emphasis on practical experience in the generation and justification of practices and to the rationalistic demand for their more fundamental exam in light of the disciplines." He believes that teachers need to understand the justification of different practices and that teacher education students need to understand current successful forms of practice and have ample amount of practice teaching to develop adaptability in new situations.

Hughes, Phillip. 1988. "Future Directions for Teacher Education: Trends, Needs, and Alternatives Relating to Inclusion of New Content Areas in Teacher Education." Paris, France: United Nations Educational, Scientific, and Cultural Organization. ED 327 540

This report offers a comprehensive global view of the future directions for teacher education. The first section discusses factors indicating the need for change. Education is seen as an agent of social change with various national approaches having common concerns and facing similar key issues to be resolved. In the second section, changes and responses in teacher education to societal concerns are considered. Among the major issues for resolution are the need for new approaches to teacher training, the career development of teachers, and the need for support services. Recruitment and selection of teachers is critically important worldwide, and the initial preparation of teachers and their continuing professional development are seen as key factors in improving education at all levels. Section 3 deals with the means of response to the need for change. Preservice and inservice training are discussed with a focus on the importance of an interdisciplinary approach to teacher education. Incentives and barriers in inservice education are considered along with different modes of inservice education. The final section discusses the importance of evaluation for program improvement, accountability, and the selection and promotion of teachers. (From ERIC abstract)

International Labour Organization. 1984. *The Status of Teachers*. Geneva, Switzerland: United Nations Educational, Scientific, and Cultural Organization.

This report includes a comprehensive set of recommendations from the ILO and Unesco for addressing problems related to teachers. The report stems from goals set in the 1960s by ILO and Unesco improving the status of primary and secondary teachers. The recommendations found in this report were drafted by a joint ILO/Unesco Committee of experts at a special Conference convened by Unesco. The Conference drew "attention to the existing international Conventions that are applicable to teachers, and in particular those concerned with basic human rights such as the ILO Conventions on freedom of association, equal remuneration and discrimination in respect of employment and occupation, and the Unesco Convention against Discrimination in Education." It further recalls the recommendations of Unesco and the International Bureau of Education on the preparation and status of teachers in primary and secondary schools as well as the Unesco Recommendation concerning Technical and Vocational Education. The recommendations include educational objectives and policies,

47
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teacher preparation and further education, rights and responsibilities of teachers, and conditions for effective teaching and learning.

———. 1988. *Joint ILO-Unesco Committee of Experts on the Application of the Recommendation Concerning the Status of Teachers.* Geneva, Switzerland: United Nations Educational, Scientific, and Cultural Organization.

The purpose of this report is to compare the present situation of various countries in terms of past meetings of the joint ILO/Unesco Committee. Survey responses of over 75 countries were compared. The survey covers the issues of the status of teachers, educational objectives and policies, teacher preparation, employment and career opportunities, the rights and responsibilities of teachers, conditions for effective teaching and learning, teachers' salaries, early childhood education, training of teacher educators, and teachers in technical and vocational education.

———. 1991. *Report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation Concerning the Status of Teachers: Special Session, Paris 22–26 July 1991.* Geneva, Switzerland: United Nations Educational, Scientific, and Cultural Organization.

This is a report of a meeting of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation Concerning the Status of Teachers. The report includes sections on the mandate and working methods of the committee, frame of reference for a study by UNESCO on initial and continuing education of teachers, and suggested studies for the ILO to carry out.

———. 1991. *Second Joint Meeting on Conditions of Work of Teachers. Final Report.* Geneva, Switzerland: United Nations Educational, Scientific, and Cultural Organization.

This document contains notes from a meeting convened to look at developments over the last decade as well as the future in teaching. The group specifically examined factors affecting employment and teachers' working conditions. The report, *Teachers: Challenges of the 1990s,* the basis for this meeting, covered the topics of employment of teachers; career structure; equality of opportunity and treatment for men and women; labor relations; workload; salary; workload; and educational reform.

Kansanen, Pertti, ed. 1991. "Discussion on Some Educational Issues III. Research Report 94." Department of Education, Helsinki University. ED 338 560

How teachers embrace their pedagogical ideologies and how those in teacher education can serve as guides are the basic problems of teacher education discussed in this report. These ideas are examined in two phases. The first examines the teachers in Finnish schools and the means of selecting them, and the second is how teacher educators influence pedagogical thinking. The author is also interested in how students integrate theory, subject matter studies, and student teaching to develop their pedagogical ideology.

Kollen, Elisabeth. 1990. *A Review of Education Systems, Teacher Training Courses and External Educational Support in Belgium, Germany, England and Wales, Sweden, France and the Netherlands*. Zoetermeer: Ministry of Education and Science.

This paper is an overview of the education systems, teacher training courses, inservice training, problems, and descriptions of organizations supporting education in Belgium, Germany, England and Wales, Sweden, France, and the Netherlands. Included in some sections is a description of recent developments. The final section provides an overall picture of the countries.

Montero-Sieburth, Martha. 1989. "Classroom Management: Instructional Strategies and the Allocation of Learning Resources." Cambridge, MA: Harvard Institute for International Development, Bridges Research Report Series.

This report offers a framework for designing and evaluating policies meant to improve learning outcomes in schools, specifically those in developing countries. This report, part of the BRIDGES (Harvard Institute for International Development) research report series, contains four sections. The first section explains the purpose of the review, the second examines classroom management, the third looks at factors limiting the time available for schooling (i.e., teacher availability and student absenteeism), and the fourth looks at factors influencing how time is spent in the classroom.

Olmstead, Patricia P., and Hoas, Helena. 1989. "Preschool Teacher Training in Finland, Hong Kong, Italy, and Thailand: Accounts from the IEA Preprimary Project." *Childhood Education* (Annual Theme): 283–287.

As part of the IEA Preprimary Project, the authors collected information on preschool teacher training in 14 countries. This article discusses issues and problems in preschool teacher training in Finland, Hong Kong, Italy, and Thailand.

In Finland, preschool teachers are required to have 3 years of postsecondary training. Standardization of teacher training and moving training from teacher-training colleges to the university are issues under consideration. Hong Kong is focusing on the quality of the preschool program given major problems with the teacher training process. Proposed solutions include developing common standards and unifying training efforts. Upgrading preprimary training and raising teaching standards are issues Italy has been focusing on for the last several years. In Thailand, problems with poorly qualified teachers and lack of inservice training are issues that need to be addressed.

Organisation for Economic Cooperation and Development. 1991. "New Information Technologies in Schools: Teacher Training, Research and the Role of Universities. Illustrative Examples of Co-Operative Projects Between Universities and Schools." Paris, France: Author. ED 338 219

Current cooperative projects between universities and schools are included in this guide. Several are related to teacher training. Project components include skill development, increasing pedagogical uses of computers, implementation and evaluation of a model teacher education program involving integration of technology, telecommunications, development of computer-assisted teacher training models, training of teachers within the context of a new national curricula, computer-assisted instruction, investigation of the effectiveness of action

research as a means of professional development in information technology, and incorporation of generic computer applications into the secondary school math curriculum.

Regional Office for Education in Latin American and the Caribbean. 1987. "The Major Project of Education in Latin America and the Caribbean." Santiago, Chile: UNESCO.

This pamphlet contains information on the Major Project of Education in Latin America and the Caribbean. The project "is the result of a consensus reached by the countries of the region over the necessity of an intensive and cooperative effort to cope with the most important educational deficiencies and needs detected in 1980." The objectives of the project are to ensure schooling of all school-age children before 1999 and supply them with a minimum of to 10 years of general education; to eradicate illiteracy before the end of the century and to develop and extend the educational services for adults; and to improve the quality and efficiency of educational systems through the implementation of the necessary reforms.

A portion of the project deals with education, training, and upgrading of key personnel. Several networks are also part of the project, including the Regional Network for the training, inservice training, and further training of teachers. The Network primarily deals with improving the quality of education and works with the education faculties, teachers' colleges, teachers' training institutes, and upgrading centers for teachers of 19 countries.

Seguin, Roger. 1991. *Curriculum Development and Implementation of Teaching Programmes: Methodological Guide*. Paris, France: UNESCO, Division of Higher Education and Research.

This guide is intended to aid program development, particularly reform of teaching programs. The audience includes those with major roles in the actual development as well as teachers and supervisors who need a better understanding of how programs are developed.

The introduction to this guide provides matter for reflection on the basic educational needs that largely determine an educational policy and on the concept of the curriculum that serves as an overall framework for program development. The complex and somewhat abstract nature of this concept justifies its translation into the most practical possible terms as provided by the guide in the basic curriculum concepts. The second chapter is of particular interest to education authorities who are responsible for making decisions on program reform. The third and fourth chapters focus on personnel engaged in the methodological and technical-educational aspects of program development and application. (From Introduction)

Sinha, Savita, Jangria, N.K., and Das, Supta. 1985. "Environmental Education: Module for Inservice Training of Teachers and Supervisors for Primary Schools. No. 6." Paris, France: UNESCO.

This portion of the module is for preservice training of social science teachers (including history, geography, social studies, economics, the arts, ethics, and religion) and supervisors in environmental education for secondary schools. The goals of this course are to foster the acquisition and transfer of knowledge, skills, and affective attributes concerning the environment and its problems and develop competence in the teaching and supervision of the environmental dimension of social science in primary schools.

Stones E. 1987. "Student (Practice) Teaching," in *International Encyclopedia of Teaching and Teacher Education*. Ed. Michael J. Dunkin. Oxford: Pergamon Press.

The author believes there is little evidence in any country that systematic courses in pedagogy are linked with practice and theory. He points to the necessity for bringing theory and human learning processes together and believes that any future reforms in teacher training should help students develop theory-based practical skills.

Teacher Education Section, Division of Higher Education and Research. 1991. Experts' Meeting on Teacher Training and New Contents in Teacher Training Curricula. Final Report. Paris, France: UNESCO.

This report contains the proceedings of and papers from the experts' meeting on teacher training. The objectives of this meeting were to provide a forum for the exchange of information on the introduction of new subject matter into teacher training curricula and on innovative experiments undertaken in the European region and make recommendations concerning the establishment of common approaches in the development of a general methodology in teacher training that could be applied to all new subject matter and the promotion and development of cooperation in the European region as well as elsewhere.

Tisher, Richard P., and Wideen, Marvin F., eds. 1991. *Research in Teacher Education: International Perspectives*. New York: The Falmer Press.

This book is a collection of articles addressing issues of teacher education research in several countries (Canada, Japan, Netherlands, Australia, West Germany, Singapore, Britain, India, United States, Sweden, Israel, and China) as well as a suggested framework for research on teacher education programs and recommendations. The book looks at past research, assesses what can be learned from it, determines how it can be characterized, identifies past contributions, asks where research should go, and also asks what contributions research might make to guiding reforms in the field. The chapters highlight three questions: who undertakes the research being done and why, does the research have any impact on policy and practice, and what does research tell us about teacher education.

A summary of general problems identified in each chapter includes isolation of researchers from practitioners and a lack of funds for research. Research topics identified in the area of preservice training include assessing the impact of preservice training, surveying student attitudes, values, and expectations regarding teaching and the practicum component of training and understanding student development. Topics under the heading of inservice training include the rating of inservice programs, assessment of the training teachers require at different points in their career, the gap between theory and practice, and teacher socialization. The general topics identified include case studies of exemplary teaching, observation of teaching process, and national and regional surveys on conditions and needs.

Future directions for research in teacher training include building upon past studies, developing collaborative teams via links and networks, conceptualizing teacher education, and fostering ownership of inservice education.

United Nations Educational, Scientific, and Cultural Organization. 1991. *World Education Report.* 1991 Paris, France: Author.

This report offers a global analysis of the state of education. The section on teacher recruitment and training discusses projected enrollments of students and the resulting changes in teacher requirements. Percentages of females in the teaching force by region and a brief discussion of inservice training are also included.

Warren, Marion Kohashi. 1984. "AID and Education: A Sector Report of Lessons Learned." AID Program Evaluation Report No. 12. Washington, DC: Agency for International Development. ED 253 924

This paper describes and evaluates several education programs implemented by AID in Asia (Philippines, Nepal, Thailand, and Korea), Africa (Kenya and Nigeria), Latin America, (Colombia, Brazil, Paraguay, and Ecuador) and the Near East (Jordan and Afghanistan). One example is the Nigerian program that sought to improve the quality of teacher education through curricular development, teacher training, and research.

Overall evaluations show the AID experiences success in teacher training and in supporting educational institutions in the developing countries served. "Its contributions to teacher training have been most successful in places where job and career advancement opportunities and salary incentives supported training efforts."(44) They also found that collaborative planning with the communities, especially rural ones, is necessary for projects that involve introduction of innovative teaching methods and curricula. AID's emphasis on teacher training and curricular reform comes from their desire to balance the demands and pressures to expand school systems in developing countries where education is of poor quality. The evaluations, however, did not provide an indication of "how or to what extent quality education can be promoted in an expanding system."(46)

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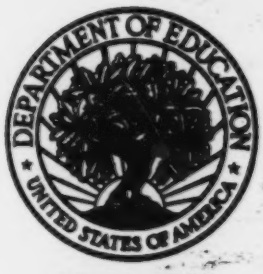

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